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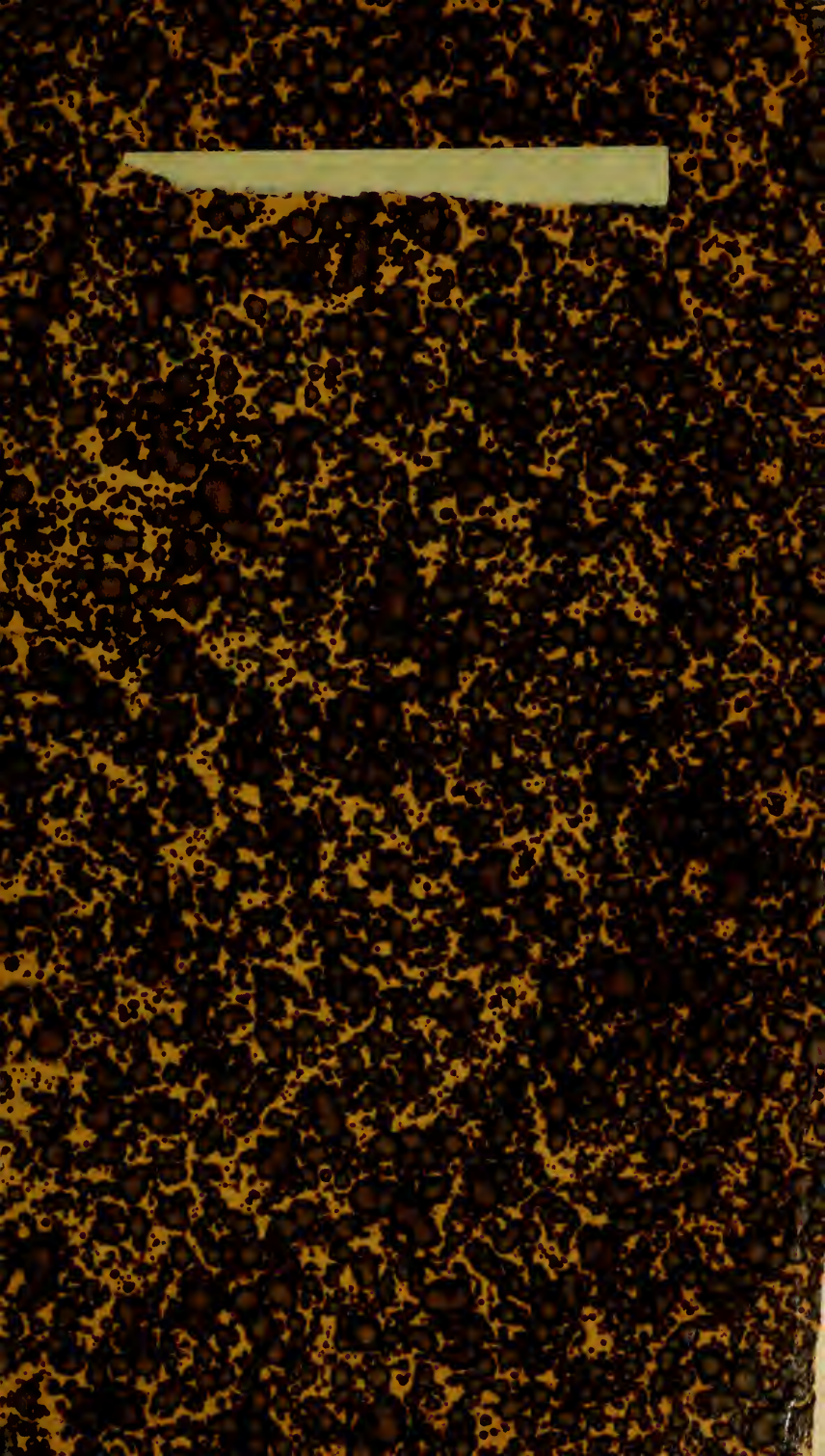
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ILLINOIS HISTORICAL SURVEY





THE

ILLINOIS TEACHER.

ORGAN

OF THE

ILLINOIS TEACHERS' INSTITUTE.

VOLUME ONE.

EDITED BY THE MEMBERS OF THE STATE TEACHERS' INSTITUTE.

BLOOMINGTON:

PRINTED AND PUBLISHED BY MERRIMAN & MORRIS.
1855.

PREFACE.

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To make a face without a head, a body, or a limb, is no easy task, for the most accomplished painter. It is as difficult for an editor to imagine a preface for a book, or publication, of whose contents he knows about as much as any of his readers. True, we may promise, or intend, certain things, and we may print them, and call them a Preface; but this is a license which no man can of right claim, however generous the critics may be. When a book has been completed, either in design, or execution, its author may then, indeed, introduce it with a preface.

To the first volume of the "ILLINOIS TEACHER," we can write no preface, further than to declare our intentions—which are to have as many things, new and old, on the great and important subject of Education, both in theory and practice, as the circumstances will either authorize or admit.

In prosecuting the objects for which this Periodical has been established, by the "State Teachers' Institute," we must not forget that the elementary views of the subjects, to which it is devoted, are now as necessary to be considered as they were to the most experienced leaders in the van of the profession of Teachers. To secure this object, and in order to make our publication as interesting and profitable as possible, in addition to the services of Local and Monthly Editors, we have secured the promises of contributions from Hon. ONSLOW PETERS, and a number of prominent Teachers in our State. The Hon. N. W. EDWARDS, State Superintendent of Public Instruction, will also furnish us with matters of interest in relation to the subject of education.

In the articles of these contributors, we trust that not merely the importance of home instruction, but also the Literature of our State, in all the departments of education, will be developed.

In this way, we can group together a very considerable amount of instruction, in all the branches of the subject, to which this periodical is especially devoted, in a manner the most interesting to our readers, of all classes. In our opinion, more attention should be paid to the development of the Junior, than to the Senior, members of the Teacher's profession; and more regard shown to the entertainment of the young, than of the aged, in the periodical labors of the press of the present day; more especially when our contributions are likely to be bound in volumes, and placed upon the shelves of the family library.

We desire to give our publication something of the character of a Family Magazine, to interest and instruct the younger portions of the families in which we shall make our monthly visits, after the first number, which is necessarily occupied, to a considerable extent, with the history and proceedings of the Teachers' Institute, and the interests in general of our State, as connected with the subject of education, and the establishment of a good Common School System, which is to be considered and acted upon by our Legislature, during its present session.

In conclusion, we would say that it is as easy to instruct and entertain ten thousand readers as one thousand, and if the friends of education will only exert themselves to procure for us subscribers, we will endeavor to furnish them, for their money, a periodical worthy of our State, and of the age in which we live.—Mean while, that we may not promise too much, we shall take leave of our readers, for the present, desiring that, to them, this may be the most useful and most happy year they have yet seen.

A.

THE ILLINOIS TEACHER.

Vol. 1, No. 1.] W. F. M. ARNY, EDITOR OF THIS NUMBER. [Feb. 1853.

ORGANIZATION OF THE INSTITUTE.

We give, below, as a matter of history, and that it may be placed in a permanent form, the organization of "The State Teachers' Institute of Illinois."

BLOOMINGTON, December 28th, 1853.

The Educational Convention having adjourned, the friends of the Teachers' Institute stopped, and organized the society, by electing the required officers—the following Constitution having been previously adopted by the Convention.

WHEREAS, Believing that the organization of a State Teachers' Institute is not only essential to raise the standard of Teaching, but conducive to the promotion of the greatest diffusion of knowledge throughout our State; we do, therefore, agree to form ourselves into an Association, to be governed by the following

CONSTITUTION.

ART. 1. This Association shall be called the STATE TEACHERS' INSTITUTE OF ILLINOIS.

ART. 2. This Institute shall hold its meetings annually.

ART. 3. The Officers of the Institute shall consist of a President—one or more Vice Presidents—a Recording Secretary—three or more Corresponding Secretaries—a Treasurer—an Executive Committee—a Committee on School Government—a Committee on Exercises—and a Committee on Books and Library; all

which shall be appointed annually, and to hold their offices until their successors are elected.

ART. 4. It shall be the duty of the President to preside at the regular meetings of the Institute, and attend to all other duties incumbent on such office; and some one of the Vice Presidents shall preside in case of his absence.

ART. 5. It shall be the duty of the Recording Secretary to keep a correct account of all the proceedings of the Institute.

ART. 6. It shall be the duty of the Corresponding Secretaries to collect statistics on all matters of interest respecting the cause of education in their vicinity, hold educational meetings, promote the formation of County Institutes, auxiliary to the State Institute, and communicate all matter of importance to the Recording Secretary, and assist him in keeping the minutes of the regular meetings of the Institute.

ART. 7. It shall be the duty of the Treasurer to keep all funds belonging to the Institute, subject to the order of the Executive Committee.

ART. 8. It shall be the duty of the Executive Committee to recommend any revision of this Constitution, report to the Institute, annually, any revision they may deem expedient in the School Law, and attend to the general interests of the Institute.

ART. 9. It shall be the duty of the Committee on Books and Library to examine and recommend to the Institute such books, in the various departments of science and literature, as they may deem expedient for introduction into the common schools, and such a method for introducing school libraries as they may think best.

ART. 10. It shall be the duty of the committee on School Government to report annually to the Institute the best manner of governing schools.

ART. 11. It shall be the duty of the committee on Exercises to appoint Speakers and Teachers, and make all the arrangements necessary for the sessions of the Institute.

ART. 12. Any friend of the cause of education may become a member of the Institute by paying, yearly, one dollar into the Treasury, and signing this constitution.

ART. 13. All officers shall be elected by ballot—a majority of votes electing.

ART. 14. This Constitution may be altered and amended by a vote of two-thirds of the members present at any regular meeting of the Institute.

The meeting was called to order by appointing Rev. Wm. J. Rutledge, Chairman, and H. Spaulding, Secretary.

On motion of B. Murray, it was resolved that, in succeeding times, it shall be the policy of the Institute to have its offices filled generally with practical teachers; but that, for obvious reasons, that rule should not be adhered to, on the present occasion.

The following officers were then elected, for the ensuing year, viz :

PRESIDENT—Rev. W. Goodfellow, A. M., of Bloomington.

VICE PRESIDENTS—Rev. H. Spaulding, A. M., Jacksonville; Thomas Powell, Mt. Palatine; and C. C. Bonney, Esq., Peoria.

RECORDING SECRETARY—Rev. D. Wilkins, Bloomington.

CORRESPONDING SECRETARIES—H. O. Snow, A. M., Peoria; H. L. Lewis, Esq., and C. W. Hawthorn, Esq., Chicago.

TREASURER—Prof. C. W. Sears, A. M., Bloomington.

COMMITTEE ON BOOKS AND LIBRARIES—C. G. Hawthorn, Esq., and D. C. Furguson, Esq., Chicago, and Rev. H. Spaulding, Jacksonville.

EXECUTIVE COMMITTEE—Lucius Loring, Principal of Lacon High School; Prof. D. Wilkins, A. M. Bloomington, and E. Brewster, Elgin, Kane County.

COMMITTEE ON GOVERNMENT—Dr. U. P. Golliday, Lacon; B. Murray, Esq., Ottawa, and W. F. M. Army, V. D. M., Bloomington.

COMMITTEE ON EXERCISES—Rev. W. J. Rutledge, Bloomington; C. C. Bonney, Esq., Peoria; and Bronson Murray, Esq., Ottawa.

Voted that our first annual meeting be held in the city of Peoria on Tuesday, Dec. 26, 1854.

On motion of W. F. M. Army,

Resolved, That H. Spaulding and D. Wilkins be appointed a Committee to prepare, and have published, the proceedings of this meeting of the Teachers' Institute.

Voted that Mr. Army be added to the Publishing Committee.

Voted to adjourn.

H. SPALDING,
D. WILKINS,
W. F. M. ARMY,
Committee of Publication.

TEACHERS' INSTITUTE.

PROCEEDINGS OF THE FIRST ANNUAL MEETING.

Tuesday, 26th Dec. 1854.

The Teachers' Institute, for the State of Illinois, met at Peoria, Dec. 26th, 1854, and was called to order by the appointment of W. H. Powell, of La Salle, as President, pro tem., and W. F. M. Army, of McLean, as Secretary, pro tem., and H. C. Burchard, of Stephenson county, as Assistant Secretary.

On motion, the Secretary was authorized to act as Treasurer, and an opportunity was offered to all persons present to become members of the Institute.

After which the following resolution was adopted.

Resolved, That a committee of three be appointed by the President, to wait upon Mr. Edwards, State Superintendent of Public Instruction, and invite him to address the Institute, and present his views upon the subject of a School Law for our State. Thereupon, Professor Wright, of Lee county, Bronson Murray, of La Salle, and E. N. Powell, of Peoria, were appointed said committee.

On motion,

Resolved, That the Teachers, Authors, Publishers, and Delegates, from other States, who are present, be invited to take part in the deliberations of the Institute.

H. C. Burchard presented his credentials as a Delegate from the Wisconsin State Teachers' Association.

On motion,

Resolved, That the Institute appoint a committee of three, to nominate the annual officers, which was unanimously adopted; and Bronson Murray, of La Salle county, Professor Turner, of Morgan county, and Professor Wright, of Lee county, were chosen.

The committee on exercises being absent, except Bronson Murray, it was

Resolved, That Professor Haff, of Le Clair, and Professor Trimper, of Peru, be appointed to fill the vacancies in that committee, and that they invite the committee of arrangements appointed by the Peoria Institute to act with them.

Institute adjourned to meet at 2 o'clock, P. M.

AFTERNOON SESSION.

Two o'clock, P. M., meeting called to order, after which the committee on exercises reported as follows:

COMMITTEE ON EXERCISES, Report the following order, and recommend their adoption.

1st.—A resolution as follows :

Resolved, that during this session, it be a rule, that no member shall speak longer than ten minutes, nor more than twice upon the same subject, until every member, desiring, shall have expressed himself upon the same, and that resolutions be presented in writing.

2nd.—Election of officers, and miscellaneous business, until three o'clock.

3rd.—At three o'clock, Professor Davies' introductory lecture, which will treat of an explanation of the terms to be employed in his future lecture, of the terms of law, of the mental faculties employed in scientific investigations, and also treat of the reasoning faculties, and of the forms of the reasoning process.

4th.—Miscellaneous discussion growing out of the same, till 5 o'clock, and then adjourn, till 7 o'clock.

5th.—Meet at 7 o'clock, when Professor Turner will give his views on the subject of education.

The committee recommend that this report be taken up item by item.

BRONSON MURRAY, Chairman.

In consequence of other arrangements for the evening, by which the Institute was prevented from using the Court House, on motion of Bronson Murray, the 5th item was laid upon the table.

On motion,

The report was adopted, each item separately; after which the committee on officers reported as follows :

The committee on nomination of officers respectfully recommend the following gentlemen, as suitable persons for the officers of the Institute.

FOR PRESIDENT—W. H. Powell, Esq., of La Salle County.

FOR VICE PRESIDENTS—We recommend three : 1st.—N. Batesman, Esq., of Morgan County. 2nd.—H. H. Haff, Esq., of De Kalb. 3rd.—O. C. Blackmer, of Coles County.

RECORDING SECRETARY—Y. C. Burchard, Esq., Stephenson County.

CORRESPONDING SECRETARIES—Professor S. Wright, of Leo County, C. E. Hovey, Esq., of Peoria, and A. A. Trimper, Esq., of La Salle County.

TREASURER—Onslow Peters, of Peoria.

All of whom were unanimously elected.

On motion, the committee on officers were allowed time to report the other officers of the Institute.

After which the following report of the committee, to establish an educational paper, was read.

To the President Teachers' Institute:

The committee of the Educational Convention, held at Bloomington, on the 25th, 26th, and 27th days of December, 1853, and which was directed to make inquiry into, and, if possible, establish a newspaper devoted to the educational interests of this State, beg leave to report:

That they made diligent and faithful inquiries, in the city of Chicago, and other places, but found it remarkably difficult to induce parties disposed to contract to publish such a paper, without further guaranties of support than your committee were authorized to tender. An effort was made to procure such individual guaranties as parties required; but this was not found practicable.

To these remarks there was one exception, the proposition of Messrs. Merriman & Morris, editors of the Pantagraph of Bloomington. These gentlemen are disposed and propose to publish a semi-monthly paper, devoted to the above cause, provided the Teachers' Institute and the Superintendent of Public Instruction will adopt and endorse it.

This guaranty, so far as the Institute is affected, being entirely within the power originally given to this committee, they would perhaps have been justified in immediately acceding to it. But they have considered that so important a step should receive the more formal sanction of the Institute, and therefore recommend for adoption the following resolutions:

Resolved, That the Teachers' Institute, being satisfied of the competency of Messrs. Merriman & Morris to publish a semi-monthly educational paper, for this State—and they having proposed to publish it at the rate of one dollar per annum, do hereby adopt said paper, as their organ, to be called ———

Resolved, That the State Superintendent of Public Instruction is requested to use the said paper, as the educational paper of this State, and recommend it for general adoption.

All of which is respectfully submitted.

W. F. M. ARNY,

Chairman Committee on Educational Paper.

The report was received, and the first resolution taken up and discussed, and, on motion, the blank was filled by the name, "The Illinois Teacher."

After which the resolution was laid upon the table, to hear an address from Professor Davies, of New York, who addressed the Institute.

After the address, an interesting discussion took place, in which Professor Turner, Onslow Peters, E. N. Powell, Esq., and others took part.

On motion, the resolution on Teachers' Paper was taken up and referred to the same committee; H. Groves, Esq., was added to the committee, with instructions to report this evening at 7 o'clock.

Institute adjourned.

EVENING SESSION.

Meeting at 7 o'clock, according to adjournment.

The President announced that "the Young Men's Christian Association" had invited the members of the Teachers' Institute to attend the lecture, to be delivered to them this evening.

On motion, the thanks of the Institute were tendered to the Young Men's Association, and the invitation respectfully declined.

After which, the following report was read.

The committee to whom the resolution in regard to our Educational Paper was referred, after consulting with the Superintendent of Public Instruction, in our State, and with others, acquainted with the subject, would again report to the Institute the resolution which was referred to them, with the recommendation that it be adopted. All of which is respectfully submitted.

W. F. M. ARNY,

H. GROVE,

B. MURRAY,

Committee.

The report was received, and the resolution taken up for its adoption; after considerable discussion, the resolution was laid upon the table, and the following resolution adopted.

Resolved, That a committee of three be appointed, by this meeting, to present, to this meeting, the names of nine persons, who shall be a committee of this Association, to adopt all measures necessary to the establishment of a paper, to be the organ of the Teachers' Institute, and of the Teachers of this State, and that the persons so named shall have the power to make all necessary regulations.

Judge Peters, of Peoria, Professor Turner, of Morgan Co., and Bronson Murray, of La Salle, were appointed the committee.

The committee on exercises reported that the order of business for to-morrow morning's session would be,

1st.—Miscellaneous business till half past 10 o'clock.

The address of Mr. Edwards.

The discussion of the following resolutions.

Resolved, That it is expedient, and will contribute to the progress of good education, to unite in one school the two sexes, and pursue, as to both sexes, the same general system of instruction.

Resolved, That it is an object so far as is practicable to concentrate educational establishments until each institution is perfect as a unit.

Business for afternoon of December 27th.

Discussion growing out of the ideas suggested by Mr. Edward's address.

Business for the evening,

Professor Turner's views upon the subject of education, after that the discussion growing out of the same.

On motion, the Institute adjourned, to meet at the Court House to-morrow morning, at 9 o'clock, A. M.

SECOND DAY.

Wednesday, Dec. 27th, 1854.

The meeting being called to order, Mr. Burchard tendered his resignation as Recording Secretary, and nominated Prof. Wilkins, of McLean County, to fill his place, who was therefore elected Secretary of the Institute, for the ensuing year; after which, H. C. Burchard, of Stephenson county, and W. F. M. Army, of McLean, were appointed Assistant Secretaries.

On motion,

The ladies present were elected honorary members of the Institute.

Committee on Paper then reported as follows:

The committee appointed under the resolution relative to the establishment of "The Illinois Teacher" have had that resolution under consideration, and now beg leave to report.

The committee deemed it not only respectful to the former committee, who had this subject in charge, to continue, or re-appoint them to this service, but also useful to the object sought to be obtained by reason of the consideration and investigation they have already given to the subject. It will be perceived, therefore, that two of the former committee are on the list that we recommend, it being understood that the other member of

that committee is not in attendance, at the present time, and probably is not a resident of this State.

Your committee deemed it proper to recommend the appointment of persons in attendance on the meetings of the Institute, so that they could act immediately and definitely on the matters committed to them, if they and the Institute should deem it advisable. Your committee endeavored not only to select gentlemen who are competent to the duty to be performed, but also have regarded their localities, and have selected them, as much as possible, from different parts of the State, so far as represented in this assembly. It would have been advisable to have had them still more generally distributed throughout the State, and have had one from each Congressional District; but this could not be done, if immediate action should be resolved upon, in as much as but a portion of those districts are represented in this body. We therefore recommend the following persons to compose said committee, to-wit:

Bronson Murray, of La Salle, W. F. M. Army, of McLean, O. C. Blackmer, of Coles, N. Bateman, of Morgan, C. E. Hovey, of Peoria, G. W. Minier, of Tazewell, H. H. Haff, of DeKalb, S. Wright, of Lee, and Samuel Powell, of Woodford County. All of which is submitted.

ONSLOW PETERS,
BRONSON MURRAY,
J. B. TURNER,

Committee.

The report of the committee was received, and after discussion was adopted.

The following resolution was then taken up, and as amended, adopted.

Resolved, That the State Superintendent of public schools is requested to use the said paper, (when established by the committee,) as the educational paper of this State, and recommend it for general adoption.

The committee on officers reported as follows:

EXECUTIVE COMMITTEE.—Bronson Murray, G. W. Minier, Prof. S. Wright.

COMMITTEE ON BOOKS AND LIBRARY.—P. W. Ferris, I. N. Foy, O. C. Blackmer.

COMMITTEE ON GOVERNMENT.—W. Barge, W. B. Bunnell, Newton Bateman.

COMMITTEE ON EXERCISES.—Prof. Wilkins, W. F. M. Army, A. A. Trimper.

The report was received, and the persons elected as the members of the respective committees.

On motion,

The various committees were called upon to report.

The committee on Books and Library not prepared to report.

Committee on Government asked for more time, which was granted.

Executive committee not prepared.

The resolution reported by the committee on exercises, in relation to the education of males and females, was taken up and discussed.

The time having arrived for the lecture by Mr. Edwards, the resolution was laid on the table.

After the address, the Institute adjourned till 2 o'clock, P. M.

AFTERNOON SESSION.

The Institute met at 2 o'clock, P. M., and was called to order, after which the committee on business reported the following, which were adopted.

1st. That the great obstacle to the progress of education is the apathy of the people on the subject.

2nd. That it is the province of the Teachers to educate and instruct the youth, to decide upon the works or books, and the system generally, by which knowledge can best be conveyed to the youthful mind.

3rd. That it is the province of employers, and not teachers, to furnish the funds, (and that liberally,) for the support of education, and settle the financial principles upon which they shall be raised.

4th. That it is the province of parents and the people to decide upon what things they desire their children should be taught, and the educational system should conform to that desire.

5th. That the Secretary be instructed to publish the proceedings of this Institute in pamphlet form, and distribute them among the members of the Institute.

6th. That it is expedient and desirable that instruction in vocal music should be introduced generally into our schools.

After which the following resolutions were adopted:

Resolved, That the consideration and discussion of the educational plan submitted by the State Superintendent, be postponed, and made the special order of business for to-morrow morning.

Resolved, That the said plan be referred to a committee of five, to prepare and present to the convention a list of the seve-

ral matters advocated in the same, excepting so much as refers to text books, and taxation for free schools, and that be taken up and discussed at the present time.

C. C. Bonney, Dr. R. C. Rutherford, S. Wright, Prof. Wilkins, and M. P. Bonnel, were appointed the committee.

After which the following resolution was offered, but not adopted.

Resolved, That this convention approve of the course of the Superintendent in prescribing a list of books, to be used in the schools.

The following resolution was offered as a substitute for the above :

Resolved, That the Executive Committee of this institute, be instructed to present a memorial to the Legislature, early in its next session, expressing the earnest desire of this Institute, that the State Superintendent should *not be authorized* to prescribe and enforce the system of text books in our schools, but that he should as now, merely recommend the system of books and urge uniformity.

Which, after discussion, was adopted ; after which the Institute adjourned to meet at 7 o'clock.

EVENING SESSION.

The Institute met at 7 o'clock according to adjournment.

On motion, the regular business was suspended, in order to introduce the following resolutions :

Resolved, That this Institute has great reason to rejoice that the State Legislature has created the separate office of State Superintendent of Public Instruction, and that our Governor has so promptly filled the office.

Resolved, That we highly appreciate and approve the efforts of our State Superintendent, Hon. N. W. Edwards, in promoting the cause of liberal education in the State of Illinois.

After the adoption of these resolutions, the Institute was addressed by Prof. Turner, of Jacksonville ; after which,

On motion, the regular business was suspended, and Dr. R. C. Rutherford was invited to address the Institute.

After the address of Dr. Rutherford, the following resolution was offered :

Resolved, That it is the sense of this Convention that the University and Seminary funds should be applied to the establishment of a State University, and Normal school.

After discussion, the resolution was laid over with the unfinished business, to come up for consideration to-morrow.

The Institute adjourned to meet at 9 o'clock to-morrow.

THIRD DAY.

Thursday, Dec. 28th, 1854.

Meeting called to order, and committee on "Teacher's Paper" reported that they had appointed W. F. M. Army, Professor Wright, and C. E. Hovey, to consummate the establishment of a paper upon principles agreed upon by the committee.

Committee on business reported as follows: That Professor Cutter address the Institute from 7 to 8 o'clock, and Professor Davies, from 8 to 9 o'clock, on the relative duties of Parents, Teachers, and Pupils. Adopted.

On motion,

Resolved, That each member of this Institute be considered an agent for the support of "The Illinois Teacher," and that we, as a body, stand pledged to use our influence to secure its circulation to the greatest possible extent.

The business committee reported a series of resolutions. A substitute to the report being offered, the two series were again referred to the committee.

After which the committee, to whom was referred the plan of Mr. Edwards, State Superintendent, reported as follows:

1st. *Resolved*, That this Institute cordially concur and co-operate with our State Superintendent of Public Instruction in the effort to establish a good system of common schools, and that we approve of the principle of supporting them by a direct *ad valorem tax*.

2nd. *Resolved*, That the arguments of the State Superintendent of Public Instruction, and past experience, concur in demonstrating the great utility and advantage, if not absolute necessity, of Normal Schools, for the efficiency and success of the common schools.

3rd. *Resolved*, That we also agree with him in the opinion, that the courses of instruction, in the Normal School, must be materially modified by the predominance of agricultural, mechanical, and commercial interests in the State, in order to be adapted to the circumstances and wants of our people.

4th. *Resolved*, That the details of this bill are so numerous that no popular assembly can digest them, in a single evening, and, therefore, your committee would recommend that a special committee of three be appointed to confer with the committee of the legislature, to whom this bill shall be referred.

The report was received, and, after discussion, adopted, and Bronson Murray, C. C. Bonney, and Professor S. Wright appointed the committee.

After which the Institute adjourned to meet at 2 o'clock.

AFTERNOON SESSION.

The meeting was called to order—the resolution on University and seminary fund was taken up and discussed, but not passed.

The resolution in relation to the education of both sexes in one school was taken up, and after amendment to read as follows, it was adopted:

Resolved, That it is expedient, and will contribute to the progress of good education, to unite in one school the two sexes, and pursue the same general system of instruction through all grades of schools.

The business committee reported the following, which was received and adopted.

Resolved, That this convention favors uniformity in text books, in the public schools.

Resolved, That the committee on books and libraries be requested to examine and recommend, for the approval of this Institute, at its next session, a complete course of text books.

Resolved, That so far as consistent with their ideas of propriety, the members of this Institute will use their influence for the general adoption of such books, when so approved.

After which the following resolution was adopted:

Resolved, That a committee of three be appointed to memorialize the legislature for the publication of all matters pertaining to the school laws of the State, in the Illinois Teacher, and if it should be necessary, to procure an appropriation for that paper.

The committee appointed was as follows: D. Wilkins, A. W. Easterbrook, and Onslow Peters.

Resolved, That the Institute adjourn this evening, to meet on the 26th of December, 1855, at 10 o'clock, A. M., in the city of Springfield. Adopted.

Resolved, That this Institute appreciate, and thankfully acknowledge the courtesy, extended to them by the Railroads, in passing over their roads to and from the Institute, at half fare, our members.

Resolved, That the members of this Institute, would most respectfully tender our warmest thanks and grateful acknowledg-

ments to the citizens of Peoria, for the courtesy and hospitality which we have, without exception, received from them.

Institute adjourned till 7 o'clock.

EVENING SESSION.

Institute called to order and addressed for one hour, on the subject of Physiology, by Dr. Cutter, of Massachusetts, after which, Professor Davies addressed the Institute for another hour.

Resolved, That the thanks of this Institute, be cordially tendered to the distinguished gentlemen, who have gratuitously addressed us.

Resolved, That the thanks of this Institute, be especially tendered to Prof. Davies, Drs. Cutter, and Cutcheon, for their able addresses delivered to this Institute.

Resolved, That Prof. Davies and Dr. Cutter be requested to furnish their addresses for publication in the "Illinois State Teacher."

All of which were adopted.

Resolved, That the 12th article of the constitution, prescribing the conditions of membership, shall be so amended as to read as follows: This Institute shall consist of persons, engaged in teaching in this State, each male member paying one dollar annually, and signing the constitution.

Honorary members may be elected at any annual meeting, who may participate in the debates, but not be entitled to a vote. This amendment to operate prospectively only.

The above was unanimously adopted.

The following were also adopted:

Resolved, That the treasurer be instructed to defray the incidental expenses incurred by the Institute at its present session.

Resolved, That the committee appointed to memorialize the legislature, in favor of the Illinois Teacher, be instructed also to petition the legislature for an act of incorporation of this Institute.

Resolved, That the thanks of this Institute be tendered to our President, for the able manner in which he has presided over our deliberations, and to the three Secretaries, for their prompt and indefatigable labors during our sessions.

Institute adjourned.

W. H. POWELL, PRES'T.

D. WILKINS, Jr.,	} Secretaries.
H. C. BURCHARD,	
W. F. M. ARNY,	

ADDRESS,

Of Professor Davies, of New York, delivered at the Annual Meeting of the Teachers' Institute, held at Peoria, December, 1854.

The great problem of the present age is the education of the young.

The diffusion of knowledge among men—the analysis of the rights of man, as an intelligent, social and accountable being—a careful examination of the laws of civil society, and of the social relations, have awakened humanity from the slumber of ages, and it now appears on the stage of human action, armed with the justice of its own claims, and bold in the assertion of its divine origin.

Before these mighty powers of the 19th century, thrones have crumbled—old institutions have disappeared, and now the dawn of a brighter day excites the hopes and gladdens the heart of philanthropy. Although the struggle may be long, and the progress of truth, justice and intelligence, occasionally impeded, they must and will ultimately triumph. It is ordained of Providence that great changes in the condition of the world be gradual, and that they be brought about by appropriate means. Such means appear to be in a course of rapid development.

The Press scatters its burning sheets throughout the entire region of civilization. Commerce spreads her sails on every ocean, and in every commercial metropolis the flags of all nations float together in the same breeze. The earth has been girded with iron bands, over which the chariots of trade pass with dizzying velocity. Steam has also added its gigantic power, and sets space and the elements at defiance. It sweeps the ocean with a giant's stride, and has established new connections and sympathies in the family of nations. So close are those connections, and so intimate are those sympathies, that not a gun is fired on the banks of the Danube, whose reverberation is not heard along our whole Atlantic coast and through the entire valley of the Mississippi.

In this age of rapid development and impetuous discovery, time has been annihilated. The sun himself has been outstripped in his daily circuit, by thought, which travels with its own wonted rapidity, along wires constructed by the hand of man. The heavens have also been explored by new and powerful instruments—new planets have been added to our system, and new

systems have also been discovered lying far in the infinitude of space.

The present generation has been permitted to witness, and in some degree to participate in the development of these great events—events which are yet to exert an unmeasured influence on the family of man.

Apart from that general condition of the world which distinguishes the age in which we live from any that has been recorded in the volume of history, is there anything peculiar in the condition of our own country which calls for special efforts in the training and education of the young?

From a moral summit higher than the Andes, we have unfurled the banner of universal freedom, and beckoned to the oppressed of the earth to come here and repose under its ample folds. The protection of that banner is committed to the virtue, the intelligence and the patriotism of this people. From the rocky shores and ice-bound coast of Nova Scotia to the sunny climes of the Gulf of Mexico—from the broad Atlantic to the great inland seas—and from the Father of Waters to the distant shores of California and Oregon, one government and one flag give repose and happiness to a people speaking a common language—the government is one of their own choice—the flag, the emblem of freedom, and the language that of Shakspeare and Milton—our own loved English.

Such is the inheritance of the present generation—how great its blessings—how great, also, its responsibilities. How are these institutions which promise so much for posterity—institutions founded by the virtue and cemented by the blood of our fathers—to be preserved—enlarged—made permanent? They are founded on the intelligence and virtue of the people, and hence can only be maintained by a system of public instruction reaching all who share in the government—holding up to the mind the light of intelligence, and to the heart the standard of duty. This, then, brings us to the question of education—and what is it?

Education is that system of training which develops in their right direction, and in their proper proportions, our physical, intellectual and moral natures.

By the term physical, we mean all that relates to the body—to its health, form and proper development. In the term intellectual, we include all the faculties of the mind which enable us to acquire ideas—to remember them—to compare them with each other, and to develop new ones from the relations existing be-

tween those already known. In this class are the faculties of apprehension, memory, judgment, and the reasoning powers. By the moral nature, we mean the whole class of the affections—the emotions of joy and sorrow—of pleasure and pain—of love and hatred—of stoical indifference and tender sympathy—and of faith, which springs from the heart and guides the life.

With these three elements of our common nature, the teacher has to deal continually. He has to watch over the physical—to guard the health—to see that the body is kept constantly in the right position—that all its parts are perfectly developed—that exercise is duly mixed with intellectual labor, and that the body be not over-tasked.

Over the mind he must be ever watchful. It is a tender plant, and he must nurture it with maternal care.

The moral nature of his pupils will be, with the teacher, a subject of earnest and constant solicitude. Their young affections will need his warmest sympathies for their growth and development.

With the general impressions resulting from this simple analysis, let us suppose a teacher to enter the school-room for the first time. What is the first step to be taken? What are the first things to be done? To establish his authority over his school—to ensure the obedience of his scholars—to win their confidence—to gain their respect, and to call into exercise their warmest affections. And how are these results to be attained?

1st. By a system of inflexible justice—by the establishment of general rules applicable equally to all—and to which all are equally required to yield the same obedience. All the scholars of a school stand, in regard to their teacher, on the same level. Each has an equal claim to his instructions—his encouraging words—his forbearance—and, also, to the steadiness and firmness of his discipline. To them all, he should feel himself equally allied. He is the officer appointed by the public authority to watch over and rear up the children of the republic. He holds an official station—is charged with responsible duties, and the individual should be merged in the public officer. He should ever hold the scales of justice with a bandage over his eyes. He should be certain that individual preferences exert no influence; and yet, the feeling should ever be present both in his mind and heart, that justice to the young must always be tempered with kindness.

2d. The teacher must always be consistent with himself. Uniformity, in system and conduct, is indispensable to the exer-

cise of control and influence over others. A dignified, calm and courteous manner, with words appropriately and kindly spoken, will awaken a response in the young heart, of respect, love and obedience. Familiarity, which sinks the teacher in the companion, will render necessary at a subsequent period, the exercise of a sterner authority—and this will break that uniformity of manner and conduct which is one of the main anchors of control over the minds of the young. That manner, which, at the same time, cultivates the affections and ensures the respect of the pupils—which establishes a current of warm sympathy, and a cheerful and ready obedience founded on love and a principle of duty, should be the aim and study of every teacher.

It is a great mistake, however, to suppose that it is desirable to appeal to the affections only, as a means of government. Obedience is a proper submission to rightful authority. Such submission should be taught and insisted on, both in the family and in the school-room, and the teacher will fail in one of his most important duties, if he do not inculcate the principle, that the relations of himself and pupils demand the exercise of a rightful authority on his part, and a cheerful obedience on theirs, as a duty equally obligatory on both.

To preserve that consistency with oneself, necessary to the establishment and maintenance of authority, with the least possible discipline, requires watchfulness and self-control. Great care must be observed that every order given to a pupil, be punctually and cheerfully obeyed. If James receives a command which is distasteful to him, in a tone leaving any doubt on his mind in regard to the unalterable purpose of his teacher, he will pause and hesitate, and finally ask if certain things more pressing ought not to have precedence? At first, these remonstrances should be answered by the firm and kind reply, James, did you not understand me? or, James, it is a rule of this school that every order be promptly and cheerfully obeyed, without objection or delay. If James still persists, he must be punished until he will go silently and immediately to the performance of the duty assigned him. Establish the principle, at any cost of needful discipline, that every order which you give must be obeyed without murmur and without objection. Be careful, then, never to give an order either trifling or unjust in its nature, or beyond the scope of your legitimate authority. This done, see that all your orders are promptly and silently obeyed. You will thus acquire the entire and perfect control of your school.

Passion and violence will ever injure the authority of a teach-

er. They discover a weakness and a want of self-control, which the child is quick to discern, and they arouse in his own breast a feeling of opposition and a sense of injury. There is a firm and gentle tone, and a calm and dignified manner, which impel to obedience, and these will often prevail, when correction, even with the rod, fails of its effect.

Too much talking about the necessity of obedience, and especially threatening punishment, will soon loose their effect on the mind of the pupil, and will ever weaken the authority of a teacher. Perhaps there is no one cause which operates so certainly to produce this result as a too great willingness on the part of a teacher to explain his motives—and a too earnest desire to be rightly understood by those whom he may have to correct—and a too sensitive fear lest his scholars should feel that he has been unjust or even unnecessarily severe. All this, teachers, will tend to subvert the order of your schools—to place your pupils in the attitude of critics and judges, and yourselves in the humiliating position of accounting to them for your conduct. Silence exerts a powerful influence over the minds of the young, and is a great aid and support of authority. Be careful, therefore, never, by raising the curtain, to disclose to your pupils what you think and feel in regard to yourself. Hold free and open intercourse with them on all matters of instruction—lay open to them every subject of knowledge to which you ask their attention—fathom their hearts and direct their sympathies in the channels best calculated to expand and develop them—but do nothing, either by word or act, which shall justify them in analyzing your conduct, scanning your motives or placing themselves in the judgment seat to pronounce upon your doings. Above all things, never admit into your hearts, for a single moment, the idea that you and your pupils stand in the position of antagonism. Never make yourselves a party in opposition to them. It is your duty to govern and teach—theirs to obey and learn. You must put on patience as a garment and wear it always.

We come next, teachers, to the methods of imparting instruction.

It is a trite remark, and yet must ever be borne in mind, that it is the primary object of education so to train the mind and form the moral character, that when the pupil leaves the Academy or College Hall, he may go forth prepared to discharge those duties, and fulfill those destinies, which an all-wise Providence has appointed to us here. Hence, teachers, it should be your object to train the mind to self-action—to strengthen and devel-

op all its faculties—to accustom it, even in its very first efforts, to original combinations—and to give it a foundation and centering of its own. Masses of knowledge, like masses of matter, are capable of being separated into very minute portions or elements. These should be presented to the mind separately, and in their proper order. Observe, always, these four fundamental rules:

1st. *Teach one thing at a time:*

2nd. *Teach that thing well:*

3rd. *Teach its connections, as far as possible, with all other things:*

4th. *Teach, that to know everything of something, is far better than to know something of everything.*

There is as much skill necessary to teach a child the alphabet and the first combination of sounds, as is required to instruct him in the higher branches of Geometry. Indeed, when the mind is weak and feeble—unaccustomed to action, credulous, and easily led, more care is necessary in giving it a proper direction, than is required, afterwards, to keep it in the right path.

In all your teachings, be careful to be *distinct* and *definite*. Be sure that every question which you put, has a distinct and appropriate answer—and then see that that answer is given, and accept of no other. When you put a question, however unimportant, give the pupil full time to reflect upon it before he answers—and do not allow him to answer at a venture, or before he has fully considered the nature and scope of the question.

You would not, after having put in motion a delicate and complicated piece of machinery, suddenly to arrest that motion. Were you to do so, you would derange its action and perhaps break or destroy some of its essential parts. Would you, then, after exciting the mental energies to action—after waking up, as it were, the young mind, suddenly to arrest it in its trains of thought, at the moment it was putting forth its powers? The young are naturally distrustful of themselves, and the greatest care should be taken not to thwart or discourage them in their first mental efforts.

When you put a question to a pupil, he must first apprehend the nature of that question; he must then consider the nature of the answer, after which he must select from his own limited vocabulary, the best words in which to express that answer. Thus, you see, there are several mental operations before he is ready to respond. You cannot be too particular in the matter

of not interfering, by a series of rapid questions, with the mental operations of your pupils. Indeed, I may say, that to abstain from doing so, lies at the foundation of all good teaching. Let every question which you put elicit one distinct idea or thought and see that the answer brings out that thought, fully and distinctly. But let it come out in its own way—let the mind of the pupil conceive and frame the answer.

If you wish to guide or direct the mind into a particular channel, do it by a series of gentle and dependent inductions. Follow the analogy of nature. See how the mother teaches the child to walk. She first partially supports it, until it can stand alone, then she places one foot before the other, until nature, co-operating with her efforts, brings about the desired result. Similarly with our intellectual efforts. The eye of the teacher must be quick to discern the strength of mind and aptness of his scholar. He must not tax his mind too heavily—he must not leave it to itself; but by tasks adapted to its capacity, must tempt it from effort to effort, as the young eagle is taught to fly from branch to branch, before it is able to soar aloft and gaze upon the sun.

After the mind of the pupil has been impressed with a sufficient number of distinct elementary ideas, the next step in his intellectual development is to combine those ideas; that is, to put them together in such a manner as to deduce new ones, having a legitimate and logical connection with those already known.

For example, after having learned the sounds of the letters of the alphabet, the child must next be taught to combine those sounds, forming words; and by combining these words in a certain order we form a rich and fruitful language, which becomes the vehicle of our thoughts and feelings. Thus, by the simple process of combination, wonderful results are obtained. Twenty-six simple characters, each representing one or more distinct sounds or modulations of the human voice, are put together in sets, called words; and these words may be so arranged as to express every thought of the mind and every feeling of the heart. I give this merely as an illustration of the results which may be deduced by the combination of simple elements.

The habit of classification and association will both improve the memory and strengthen the power of analysis. It sharpens and brightens the mind—gives it a clear and penetrating power and cultivates the faculties of comparison and judgment. The reasoning faculty, which evolves new truths from the re-

lations that exist between known premises, cannot be fully developed without the aid of these preliminary steps. This is the great governing faculty of the mind. It is to the intellect what mathematics is to general science.

In all your teachings, you should keep the separate faculties of the mind constantly in view. You will find them to exist in different intensity in the several pupils of the same school. With some, it will be difficult to make the first step. You will often have to labor much to impress a single distinct idea—to give a single impression that shall leave its trace upon the mind. Others will apprehend with readiness, but remember with difficulty—while others, still differently constituted, will not only apprehend quickly, but remember with surprising tenacity, and yet be unable either to compare or combine their ideas. Such will be regarded as matter-of-fact men. They possess no original powers—will travel the old and known road—will invent nothing and add little to the common stock of human knowledge.

Others, by a too rapid association, will combine and compare with too much facility. Their minds fly from object to object with such celerity of motion and such indistinctness of mental vision, that nothing is clearly understood. They have not the patience to think deeply and accurately. Their minds, long indulged in the vagrant habit of touching things only on the surface, become impatient of restraint and averse to labor. They see, indeed, but it is “through a glass darkly;” and their perceptions are like the visions of a dream, associated in wild and fanciful combinations.

In the cultivation and development of these intellectual faculties, it should be your object, teachers, to bring them forward in their just proportions. Some, it is true, may be more important than others, but each and all are necessary to form a perfect whole, as each color of the rainbow is required to make up the perfect light of day. They are, indeed, like the finished columns of a temple; they at once support and adorn the mental edifice.

But, teachers, while you are especially anxious to develop those powers which give to the mind its strength and vigor, you must not neglect the cultivation of the secondary faculties which constitute its grace and ornament.

The love of the beautiful, either in nature or art, is one of those sympathies implanted in the soul for wise and beneficent purposes, and should be carefully and assiduously cultivated. In your daily readings, in the school-room, you will have many

opportunities of awakening in the minds of your pupils a taste for the beauties of fine writing. You may, with great advantage, point out to them the striking passages of their lessons—dwell on the poetic associations which excited the imaginations of their authors, and thus awaken in their minds a warmer and more genial spirit than is elicited by efforts merely intellectual.

You should also ever be ready to open the minds of your pupils to a nice perception of the beauties of nature.

Who ever walked forth at “early dawn or dewy eve” without feeling the wisdom and beneficence of that Being who clothes the fields in verdure and has filled the heavens with the light of his countenance? Who ever gazed on the mountain, or lifted his eyes to the starry heavens without a deep impression of the majesty of God? Who ever surveyed the verdant meadow—with its flocks cropping the grass—or looked upon the placid lake, or the smiling fields waving with the ripened harvest, without a grateful emotion to the kind Providence who has spread so much beauty around us?

Opportunities may occur, in the discharge of your duties as teachers, to plant in the virgin soil of the young mind the seeds of such delightful impressions. Sow them, broad-cast, whenever and wherever you can. Some may fall among thorns—some by the way-side—but much will fall upon good soil and bring forth fruit abundantly.

But, teachers, your responsibilities by no means terminate in the physical and intellectual instruction which you may impart. You are, also, the moral teachers of youth. All their affections are committed to your care. If you do not preside at the birth, you do at the baptism of their moral nature—and *that* is the basis of all subsequent religious impression and belief. The affections are to the intellect what the forge is to the metal—they soften and shape it, and give to it those attractive forms which augment its power and heighten its beauty.

The principle which lies at the foundation of this class of feelings, is an *obedient faith*—by which I mean that *confidence* in another which impels to obedience in his authority alone. It is this feeling of faith which prompts the obedient child to feel that the commands of his parents are right, and that he ought to obey them because of the authority from which they emanate. It is this feeling which imparts to the good boy at school that confiding trust in his teacher which will not permit him to question his authority, or scan his motives—but which produces a prompt and ready obedience. In all your teaching, strive to

cultivate this feeling. The spirit which is imbued with it, will conduct its possessor along the road of obedience and order—will make him orderly at school—obedient at home—a citizen observing the laws—and on to such a spirit is easily engrafted that religious faith which reaches beyond the transitory things of this life and lays hold on the rich promises of that which is to come.

There is nothing which you should labor more earnestly to discourage and repress than a captious spirit of doubting. Hold no terms with the disposition to reject everything not proved by rigorous demonstration. It is, I know, supposed by some, to be a certain indication of genius to believe nothing. Hence, some have gone so far as to doubt even of their own existence. Such can have no well founded confidence in God or man. They must pass through life in a state of alienation from their fellow beings—denying the existence of virtue as an active principle—exploring every road which opens before them because they will not believe the guide boards; and finally, sinking down into the grave under the dark cloud of a settled scepticism.

In order to give full effect to your teachings, and especially to inspire your pupils with that implicit confidence which we have denominated faith—you must be ever on your guard to be perfectly truthful in all your intercourse with them. I do not mean by this caution to imply that you would willingly deceive them either by word or deed. That you may not do this, you must never fail to carry out, at all times, and under all circumstances, everything which you have given them to understand that you would do. If you tell John that you will punish him if he whispers—and he then whispers, you must do as you said, at all hazards, however sorry he may be for having offended, or however painful it may be to your feelings. If you do not, he will distrust you, and that delightful principle, an obedient faith, will have received an injury.

We are not, in general, sufficiently impressed with the influence which slight causes often exert over the minds of the young. A successful trick, or a skilful manœuvre—perhaps partially commended because evincing tact or smartness, often changes forever its destinies. At the sources of streams, little pebbles will change their entire direction and determine into what sea or ocean their waters shall finally flow.

Be careful, therefore, in dealing with the moral nature of your pupils to give the first development in the right direction. If the body is wounded, the wound may be healed, but a scar

will remain, and the part never again will be perfect as before. Think you that if an injury be inflicted on that more delicate part of our being, our moral nature, that will heal and leave no trace behind? None may be seen—the effects even may not be discerned by a human eye. But will not that eye which sees our mental and moral natures as plainly as our eyes can discern the physical, clearly perceive all that weakens the one or impairs the other? Therefore, ever bear in mind that you are dealing with beings fearfully and wonderfully made; and that the lessons which you teach and the influences you exert, may not only form their characters here, but decide those more important destinies which lie beyond the grave.

We find, in children, at a very early age, the indications of those principles of good and evil which constitute the warring elements of our moral nature. Passion—self-indulgence—impatience of restraint—burst forth even within the walls of the nursery; but affection—docility—endurance, are also there. That struggle between good and evil, which is recorded in heaven, begins with the dawn of life, and terminates only with the last gasp of decaying nature.

It has been a great problem with educators to discover which of these principles is most to be dealt with—whether the good is to be mainly cultivated, and in its growth and development to overcome and crowd out the evil—or, whether the evil principle is first to be eradicated in order to prepare the soil for the seeds of virtue. Experience and a close analysis of the mind and affections would seem to indicate, that we are mainly to address ourselves to that which bears the good fruit, and that the tares, which cannot be plucked up without destroying the wheat also, must be left until the final harvest.

Let us, therefore, cultivate and strengthen the good. If the child is passionate, do not increase the evil by severe punishment, administered under a like spirit, thereby adding the element of hatred; but labor, rather, to cultivate the spirit of gentleness and self-control. If he is self-indulgent, do not deprive him of all amusement and gratification. If he is perverse and obstinate, let the soft influences of gentleness tame and subdue his stubborn spirit. Thus, ever apply the antidotes rather than aggravate the disease.

There is one class of pupils which will fall under your care, (for they are found more or less in every school,) for whom I would bespeak, especially, your indulgence and kindness. I refer to those who seem to be the *orphans* rather than the *fa-*

vorites of Providence—those who, in mental and moral endowment, are below the level of their companions. They will come to you from homes where they may have been regarded as inferior members of the household. Discouragement and despair will be written on their faces, and the inspirations of hope will have ceased to warm their young bosoms. In such, a deep sense of inferiority weighs down the buoyancy of youth, and they are ready to sink into despondency or to envelop themselves in the gloom of a sullen despair. To such, be ever patient, kind and gentle. Let no jest, or taunt, or scornful look, or disparaging comparison, bruise the broken reed and sink lower the young spirit made prematurely old by a painful sense of its own inferiority. Let your kindness, rather, fall upon such spirits with the same gentleness as do the dews of heaven upon the opening flowers, and they may bring forth the beauty of full fruition.

You, who have embraced the vocation of teachers and assumed the responsible duties of giving instruction to the young, occupy places of more commanding importance than those who sit in the halls of legislation, or preside in our courts of justice. To you, is emphatically committed the formation of the intellectual, and to a certain extent, the moral character of this people. You not only hold in your hands the keys of knowledge, but you have the power to give such a direction to the young minds, committed to your care, as shall inspire them with a love of virtue, or turn them into the dark alleys of ignorance and vice.

Your calling, however, honorable as it is, is beset on every side with embarrassment and difficulty—and this, mainly, because the public do not understand the importance and dignity of your vocation.

The lawyer, who is to adjust the rights of property, must be regularly educated at the school, the academy, and the college. This even will not suffice, and he is further trained in the office and the law school. The clergyman, also, must be thoroughly educated. He must pass through all the schools--study profoundly, and receive much special preparation before he is deemed qualified to discharge the high trusts he is to assume. The physician, who is to heal the body, is not allowed to practice his profession till he has waded through volumes of profound science—heard medical lectures—attended medical schools and given evidence of high attainments.

Those, even, who are to copy physical nature are more cared for than they who are to develop the mental and moral. The sculptor is not deemed competent to mould the human form until

he has made a pilgrimage to the Vatican and studied there the sublime forms which were shaped by the genius of antiquity. The painter feels that he cannot give full expression to the human face unless he visits the galleries of Italy and catches inspiration from the immortal canvass of Raphael. But how is it with the teacher? Where are the institutions for his instruction and education? Until recently, he has been picked up by the wayside. A lawyer without briefs—a clergyman who cannot preach—a merchant who has failed, or a mechanic without work, has been thought to answer well enough for the school-room, and the compensation has been adjusted according to the same scale as for work done with the hands. This can no longer be so; and the ample provisions about to be made by your own State for the education of teachers, show that, though young in years, she is yet old in wisdom.

The expectations, also, in regard to what teachers can accomplish, are often very erroneous. Many suppose that you can, at once, in a single term, mould the stubborn will of an ungoverned boy to cheerful obedience—and this, by the gentle process of moral suasion. It is confidently hoped by the anxious parent, that the noisy and resisting child at home, will become the gentle and docile scholar of the school. It is not even supposed that positive resistance to parental authority is any indication of the want of a right spirit towards a teacher. You will, therefore, in many cases, not receive from the parent that support in the maintenance of your authority which even handed justice demands. You will often see the child upheld when he is wrong, and your authority set at nought, when the best interests of the child require that it should be supported. You will see a short-sighted parental attachment prevailing over an enlarged view of the real interests of the scholar. You will see the seeds of insubordination scattered in the young mind even by the parental hand—there to vegetate—to bring forth in youth disobedience and disorder, and in after life, contempt of law, human and divine.

Amid all these causes of discouragement and mortification, it is expected that the teacher will be perfectly tranquil and always right. In your case, no allowances will be made for the infirmities of human nature. No excuses will be offered upon the shrine of maternal love for your mistakes or misdeeds. You will be held to a rigid accountability, and sometimes before the uncertain tribunal of public opinion.

Among those who are without experience in the vocations to which you have dedicated yourselves, a most mistaken opinion

prevails both in regard to the difficulties and labor of teaching. It is supposed, that to talk six hours a day is no great affair, and that such sinecures ought not to be paid more highly than the same amount of labor done with the hands. You who have had the care of schools, know full well, how great is the error of such opinions. I need not to describe to you how soon the constant care of a large school makes its impression both on the mind and body. You have, all, doubtless, observed how soon the school-room changes the ruddy complexion and gives to the tranquil and happy face an expression of anxiety and care.

It is an old adage, that constant dropping wears a stone. It is equally true that a constant effort of the mind and a continued excitement of the feelings will soon make their impressions on the strongest intellect and the most robust body.

The constant exhaustion of the body and mind which is produced by teaching is not restored by that relaxation and variety of pursuit which are found in the other professions. The teacher takes his place in the school-room by the road-side—and there day in and day out, toils away his life in subduing the refractory, and in planting in the young mind the seeds of knowledge.

The eyes of the world are, in a measure, withdrawn from him. No anxious multitude applauds him—no senate chamber resounds with his eloquence—no public press teams with his praises, and no sympathy of friends cheers him in his daily labors. Each day brings with it the same round of duties, and each evening the same fatigue and exhaustion. His labors exhibit their ripened fruit but once in a generation. The heedless boy must grow to manhood, and the laughing girl become a matron before he can be certain that his labors have not been in vain.

If there are any here whose children are to be educated—fathers—mothers---guardians—let me bespeak of you a feeling of indulgence and sympathy for those to whom the difficult task of instructing them may be confided. They need all your aid in training up your children in the way in which they should go. If you do not find them always patient, remember how often your own patience has been taxed to the utmost, even though strengthened by the warmest sympathies of our nature. If you do not find them always tender, remember that parental tenderness sometimes gives way under strong provocation. If you do not find them faithful, consider how often you yourselves have failed to do all that you might have done for those whom Providence has confided especially to your care.

But, teachers, although your calling may not lead you along the traveled highways of life—though no trump of fame may sound your names abroad—though public applause may not follow you---yet, if you are faithful, you will carry along with you the highest reward and the richest of all consolations---THE CONSCIOUSNESS OF DUTY DONE. You will see those for whom you have labored---those on whom you have expended the best energies of your bodies and minds, maturing in all that is noble and good. You will see the seeds of intelligence and virtue, planted by your own hands, bring forth their richest fruits. You will sympathise and rejoice in the success of others; and when the evening of life shall come, and you shall look back for the last time on the fading scenes of the past, it will be a pleasing reflection that the day has not been passed in vain, but that you have contributed your full share to that intellectual and moral development which is the glory and renown of a free people, and the only sure foundation of free institutions.

THE
ILLINOIS TEACHER.

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SCHOOL LAW.

In accordance with the expressed wish of the members of the Institute, we commence the publication of the School Law, as passed at the late Session of the Legislature.

AN ACT To establish and maintain a System of Free Schools.
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION—HIS ELECTION
AND DUTIES.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the General Assembly, That at the election to be held on Tuesday after the first Monday of November, A. D. 1856, and biennially thereafter, there shall be elected, by the legal voters of this state, a state superintendent of public instruction, who shall hold his office for two years, and until his successor is duly elected and qualified.*

§ 2. Before entering upon his duties he shall take and subscribe the usual oath of office, and shall also execute a bond in the penalty of twenty-five thousand dollars, payable to the state of Illinois, with sureties to be approved by the governor, conditioned for the prompt discharge of his duties as superintendent of public instruction, and for the faithful application and disposition according to law, of all school moneys that may come into his hands by virtue of his office; said bond and oath shall be deposited with the secretary of state, and an action may be maintained

thereon by the state, at any time, for a breach of the conditions thereof.

§ 3. It shall be his duty to keep an office at the seat of government of the state, and to file all papers, reports and public documents transmitted to him by the school officers of the several counties, each year separately, and to keep and preserve all other public documents, books and papers relative to schools coming into his hands as state superintendent, and to hold the same in readiness to be exhibited to the governor, or to any committee of either house of the general assembly, and shall keep a fair record of all matters pertaining to the business of his office.

§ 4. He shall, without delay, pay over all sums of money which may come into his hands by virtue of his office, to the officer or persons entitled to receive the same, in such manner as may be prescribed by law.

§ 5. He shall counsel and advise, in such manner as he may deem most advisable, with experienced and practical school teachers, as to the best manner of conducting common schools, and as to the most approved text books, maps, charts, apparatus, &c., to be used in common schools.

§ 6. Said superintendent shall have the supervision of all the common and public schools in the state, and shall be the general adviser and assistant of school commissioners in the state; he shall, from time to time, as he shall deem for the interests of schools, address circular letters to said commissioners, giving advice as to the best manner of conducting schools, constructing school houses, furnishing the same, and procuring competent teachers; he shall recommend the most approved text books, maps, charts and apparatus, and uniformity in the use of the same, as well as in the manner of conducting schools throughout the state.

§ 7. He shall visit every county in the state at least once during his term of office, confer freely with the school officers as to the manner of conducting schools, and shall deliver a public lecture to the teachers and people of each county on the subject of education, if deemed practicable, and perform generally such duties as may tend to advance the interest of education.

§ 8. Said state superintendent shall, before the fifteenth day of December of every year preceding that in which shall be holden a regular session of the general assembly, report to the governor the condition of schools in the several counties of the state, the whole number of schools which have been taught in each county in each of the preceding years, commencing on the first

Monday of October ; what part of said number have been taught by males exclusively ; what part by females exclusively ; what part of said whole number have been taught by males and females at the same time ; and what part by males and females at different periods ; the number of scholars in attendance at said schools ; the number of white persons in each county under twenty-one years of age ; the amount of township and county fund ; the amount of the interest of the state or common school fund, and of the interest of the township and of the county fund annually paid out ; the amount raised by an *ad valorem* tax ; the whole amount annually expended for schools ; the number of school houses, their kind and condition ; the number of townships and parts of townships in each county ; the number and description of books and apparatus purchased for the use of schools and school libraries under the provisions of this act, the prices paid for the same, and total amount purchased, and what quantity and how distributed ; and the number and condition of the libraries, together with such other information and suggestions as he may deem important in relation to the school laws, schools, and the means of promoting education throughout the state ; which report shall be laid before the general assembly at each regular session.

§ 9. The said state superintendent of public instruction shall make such rules and regulations as he may think necessary and expedient to carry into full effect the provisions of this act, and of all the laws which now are or may hereafter be in force for establishing and maintaining schools in this state ; and the said superintendent shall have power, and it shall be his duty, to explain and interpret and determine to all school commissioners, directors, township and other school officers, the true intent and meaning of this act, and their several duties enjoined thereby, and his decision shall be final, unless otherwise directed by the legislature, or reversed by a court of competent jurisdiction.

§ 11. The said state superintendent shall have power to direct and cause the school commissioner of any county, directors or board of trustees or township treasurer of any township, or other school officer, to withhold from any officer, or township, or teacher, any part of the common school, or township, or other school fund, until such officer, township, or teacher, shall have complied with all the provisions of this act relating to his, her or their duties, and such rules and regulations as the state superintendent may prescribe, not inconsistent with this act ; and the state superintendent may forbid the payment of any part of the

common school, township, county, or other school fund, to any district in which the school or schools have not been kept according to law, or in which no school has been kept for six months during the year next preceeding the demand for payment.

§ 12. And the said state superintendent shall receive annually the sum of fifteen hundred dollars, to be paid quarterly, as a salary for the services required under the provisions of this act, or any other law that may be passed, and also for all necessary contingent expenses, for books, postage and stationery pertaining to his office, to be audited and paid by the state, as the salaries and contingent expenses of other officers are paid.

SCHOOL COMMISSIONERS—THEIR ELECTION AND DUTIES.

§ 13. On the Tuesday next after the first Monday in November next, and on the Tuesday next after the first Monday in November, every two years thereafter, there shall be elected, by the qualified voters of each and every county in this state, a school commissioner, who shall execute the duties herein required. He shall, before entering upon his duties, take an oath for the faithful discharge of his duties. He shall, before entering upon his duties, execute a bond, payable to the state of Illinois, with two or more responsible freeholders as security, to be approved by the county court, in a penalty of not less than twelve thousand dollars, to be increased at the discretion of said court, in proportion to his responsibilities, conditioned that he will faithfully perform all the duties of school commissioner of said county, according to the laws which are or may be in force; by which bond the obligators shall be bound jointly and severally, and upon which an action or actions may be maintained by the board of trustees of the proper township, for the use of any township or fund injured by any breach thereof; and joint action may be had for two or more funds.

§ 14. The bond required in the foregoing section shall be in the following form, viz :

State of Illinois, } ss.
 County.

Know all men by these presents, that we, A B, C D, and E F, are held and firmly bound, jointly and severally, unto the people of the state of Illinois, in the penal sum of——dollars, to the payment of which we bind ourselves, our heirs, executors and administrators firmly by these presents. In witness whereof

we have hereunto set our hands and seals, this——day of——,
A. D. 185 .

The condition of the above obligation is such, that if the above bounden A B, school commissioner of the county aforesaid, shall faithfully discharge all the duties of said office according to the laws which now are, or may hereafter be in force, and shall deliver over to his successor in office all moneys, books, papers and property in his hands as such school commissioner, then this obligation to be void ; otherwise to remain in full force and virtue.

A——B——, [SEAL.]

C——D——, [SEAL.]

E——F——, [SEAL.]

And which bond shall be filed in the office of the county court.

§ 15. The said commissioner shall be liable to removal by the county court for any palpable violation of law, or omission of duty ; and if a majority of said court shall at any time be satisfied that his bond is insufficient, it shall be his duty, on notice, to execute a new bond, to be payable, conditioned, and approved as the first bond ; the execution of which shall not affect the old bond, or the liability of the security thereon ; and when the office of school commissioner shall become vacant by death, resignation or otherwise, the county court or board of supervisors shall fill the same by appointment for the unexpired term, and the person so appointed shall hold his office until his successor shall be qualified.

§ 16. The said commissioner shall provide three well bound books, to be known and designated by the letters A, B, C, for the following purposes : In book A shall be recorded at length all petitions presented to him for the sale of common school lands and the plats and certificates of valuation made by or under the direction of the trustees of schools, and the affidavits in relation to the same. In book B he shall keep an account of all sales of common school lands ; which account shall contain the date of sale, name of purchaser, description of lands sold, and the sum sold for. In book C he shall keep a regular account of all moneys received for lands sold, or otherwise, and loaned or paid out ; the person of whom received, and on what account, and showing whether it is principal or interest ; the person to whom loaned, the time for which the loan was made, the rate of interest, the names of the securities when personal security is taken, or if real estate is taken as security, a description of said real estate, and if paid out, to whom, when, and on what account, and the

amount paid out; the list of sales, and the accounts of each township fund to be kept separate. Said books shall be paid for out of the county treasury of the counties in which they are used.

§ 17. Whenever the bond of the township treasurer, approved by the board of trustees of schools, as required by law, shall be delivered by the trustees of schools, or either of them, to the school commissioner, he shall receive and file the same with the papers of his office. He shall then, on demand, deliver to said township treasurer, who shall receipt therefor, all moneys in his hands belonging to said township; also, all bonds, mortgages, notes and securities of every description, for money or property due or to become due the township, and all papers of every description belonging or in anywise pertaining to the rights or interests of said township; and the receipt of said treasurer to the school commissioner shall be carefully preserved, and shall be evidence of the facts therein stated, as well in favor of the school commissioner as against the township treasurer.

§ 18. Upon the receipt of the amount due upon the auditor's warrant, as provided in section sixty-nine hereof, the school commissioner shall apportion said amount, (except the amount allowed said commissioner, as provided for in section seventy-five hereof,) to the several townships and fractional townships in his county, according to the number of white children under twenty-one years of age, returned to him, (as provided for in section thirty-eight hereof,) and in which townships or parts of townships schools have been kept in accordance with the provisions of this act, and with the instructions of the state and county superintendents, and shall pay over the distributive share belonging to each township and fractional township, as aforesaid, to the respective township treasurers, or other authorized persons, annually. When there is a county fund in the hands of any school commissioner, it shall be loaned, and the interest applied as provided in this section with respect to the interest on the state fund.

§ 19. The school commissioner shall, also, on or before the second Monday of November before each regular session of the general assembly, or annually, if so required to do by the state superintendent, communicate to said state superintendent all such information and statistics upon the subject of schools in the county as the said state superintendent is bound to embody in his report to the governor, (as provided for in section eight hereof,) and such other information as the state superintendent shall require; and the said school commissioner shall also communicate

the aforesaid information and statistics to the county convention of his county, at its biennial meetings, and at such other meetings as said convention may require.

§ 20. The school commissioner, upon his removal or resignation, or at the expiration of his term of service, (or in case of his death, his representatives,) shall deliver over to his successor in office, on demand, all moneys, books, papers, and personal property, belonging to the office, or subject to the control or disposition of the school commissioner.

§ 21. The school commissioner may loan any money, not interest, belonging to the county fund, or to any township fund, before the same is called for according to law by the township treasurer, at the same rate of interest, upon the same security and for the same length of time as is provided by this act in relation to the township treasurers; and notes and mortgages taken in the name of the "school commissioner" of the proper county, shall be, and all loans heretofore made in the name of "school commissioners," are hereby, declared to be as valid as if taken in the name of "trustees of schools" of the proper township, and suits may be brought in the name of "school commissioners," on all notes and mortgages heretofore or hereafter made payable to school commissioners.

§ 22. It shall be the duty of the school commissioner to visit, as often as practicable, the several schools of his county, and to note the common method of instruction and branches taught, and give such directions in the art of teaching, and the method thereof, in each school, as to him, together with the directors, shall be deemed expedient and necessary, so that each school shall be equal to the grade for which it was established, and that there may be, as far as practicable, uniformity in the course of studies in the schools of the several grades respectively, and shall carry out the advice and instructions of the state superintendent.

§ 23. In all cases where the township board of trustees of any township shall fail to prepare and forward, or cause to be prepared and forwarded, to the school commissioner, the information and statistics required of them in section thirty-eight (38) of this act, it shall be the duty of said school commissioner to employ a competent person to take the enumeration, and furnish said statistical statements, as far as practicable, to the commissioner; and said person so employed shall have free access to the books and papers of said township, to enable him to make such statement; and the township treasurer, or other officer or

person in whose custody such books and papers may be, shall permit said person to examine such books and papers, at such times and places as such person may desire, for the purposes aforesaid; and the said school commissioners shall allow, and pay, to the person so employed by him, for the services, such amount as he may judge reasonable, out of any money which is or may come into said commissioner's hands, apportioned as the share of or belonging to such township; and the said school commissioner shall proceed to recover and collect the amount so allowed or paid for such services, in a civil action before any justice of the peace in the county, or before any court having jurisdiction, in the name of the state of Illinois, of and against the trustees of schools of said township, in their individual capacity; and in such suit or suits the said school commissioner and township treasurer shall be competent witnesses; and the money so recovered, when collected, shall be paid over to the school commissioner, for the benefit of said township, to replace the money taken as aforesaid.

§ 24. When any real estate shall have been taken for debts due to any school fund, the title to which real estate has become vested in any school commissioner, or trustees of schools, for the use of the inhabitants of two or more townships, the school commissioner may re-sell such real estate for the benefit of said townships, under the provisions of this act regulating the sale of the common school lands; and the said commissioner is hereby authorized to execute conveyances to purchasers; and said commissioner shall be entitled to retain the same per centage on the amount of such sales, out of the assets thereof, as he is entitled to for selling common school lands.

TOWNSHIPS—TRUSTEES OF SCHOOLS.

§ 25. Each congressional township, as surveyed and laid off by authority of the United States, is hereby established a township for school purposes. The business of the township shall be done by three trustees, to be elected by the legal voters of the township; and the said township, upon the election of trustees as aforesaid, as hereinafter provided for, shall be a body corporate and politic, by the name and style of "trustees of schools, of township—, range—," according to the number. The said corporation shall have perpetual existence, and shall have power to sue and be sued, to plead and be impleaded, in all courts and places where judicial proceedings are had.

Said trustees of schools shall continue in office two years, and until others are elected and enter upon the duties of their office.

§ 26. No person shall be eligible to the office of trustee of schools, unless he shall be twenty-one years of age, and a resident of the township.

§ 27. The election of trustees of schools shall be on the second Monday of January, biennially, but in townships where such election has not been heretofore had, or where there are no trustees of schools, the election of trustees of schools may be holden on any Monday; notice being given as hereinafter in this section required. The first election shall be ordered, if in townships already incorporated, by the trustees of schools of the township, the township treasurer giving notice of the time and place, by posting up notices of the same at least ten days previous to the day of election, at or in the school house, or in the most public place in every school district in the township. If there are no trustees of schools in a township, the clerk of the county court shall cause the notice to be given as aforesaid. For all subsequent elections, the like notices shall be given by the trustees of schools through the township treasurer: *Provided*, that if, upon any day appointed as aforesaid, for election aforesaid, the said trustees of schools, or judges, shall be of the opinion, that, on account of the small attendance of voters, the public good requires it, or if the voters present, or a majority of them, shall desire it, they shall postpone said election until the next Monday, and at the same place and hour; at which meeting the voters shall proceed as if it were not a postponed or adjourned meeting; *And provided, also*, that if notice shall not have been given as above required, then, and in that case, said election may be ordered as aforesaid, and holden on the first Monday in February, or any other Monday; notice thereof being given as aforesaid.

§ 28. Two of the trustees of schools of incorporated townships, if present, shall act as judges, and one as clerk of said election. If said trustees shall fail to attend, or refuse to act when present, and in townships unincorporated, the qualified voters present shall choose from amongst themselves three judges and a clerk to open and conduct said election.

§ 29. The time and manner of opening, conducting, and closing said election, and the several liabilities appertaining to the judges and clerks, and to the voters separately and collectively, and the manner of contesting said elections, shall be the same as prescribed by the general election laws of this state,

defining the manner of electing magistrates and constables, so far as applicable, subject to the provisions of this act : *Provided*, the judges may close said election at four o'clock, P. M.

§ 30. No person shall vote at said election unless he possesses the qualification of a voter at a general election. In case of a tie at such election, it shall be determined by lot, on the day of election, by the judges thereof.

§ 31. When a vacancy or vacancies shall occur in the board of trustees of schools, the remaining trustee or trustees shall order an election to fill such vacancy, upon any Monday ; notice to be given as required in section twenty-seven hereof.

§ 32. Upon the election of trustees of schools, the judges of the election shall cause the poll-book of said election to be delivered to the school commissioner of the county, with a certificate thereon, showing the election of said trustees, and names of the persons elected ; which poll-book, with the certificate, shall be filed by said commissioner, and shall be evidence of such election.

§ 33. The said trustees of schools, elected as aforesaid, shall be successors to the trustees of school lands appointed by the county commissioners' court, and of trustees of schools elected in townships under the provisions of "an act making provisions for organizing and maintaining common schools," approved February 26, 1841, and of "an act to establish and maintain common schools," approved March 1, 1847. All rights of property, and rights and causes of action, existing, or vested in the trustees of school lands, or trustees of schools appointed or elected as aforesaid, for the use of the inhabitants of the township, or any part of them, shall vest in the trustees of schools as successors, in as full and complete a manner as was vested in the school commissioner, the trustees of school lands, or the trustees of schools appointed and elected as aforesaid.

§ 34. It shall be the duty of the township board of trustees to hold regular semi-annual sessions on the first Mondays of April and October in each year, and may meet at such other times and at such other places as they may think proper ; and the president of the board, or any two members thereof, may call a special meeting of the board ; and at all meetings of the board, two of its members shall constitute a quorum to transact any business. Said board shall organize by appointing one of their number president, and some person who shall not be a director or member of the board township treasurer, who shall be *ex officio* clerk of the board. The said president and township treasurer shall hold their respective offices during the term for

which that board of trustees by which they are appointed shall have been elected, and until their successors are appointed, and until their newly appointed treasurer has given bond as required by this act; either of said officers, however, for good cause, may be removed by the board. It shall be the duty of the president, when present, to preside at the meetings of the board; and it shall be the duty of the clerk to be present at all meetings of the board, and to record in a book to be provided for the purpose all their official proceedings, which shall be a public record, open to the inspection of any person interested therein; and all said proceedings, when recorded, shall be signed by the president and clerk. If the president or clerk shall be absent, or refuse to perform any of the duties of his office at any meeting of the board, a president or clerk *pre tempore* may be appointed.

§ 35. Trustees of schools shall prepare or cause to be prepared a map of their township as often as may be necessary, on which shall be designated districts to be styled district No.— in township No.—, which they may alter or change at any regular session; which map shall be certified by the president and clerk of the board, and filed with and recorded by the county clerk, in a book to be kept for that purpose, to be paid for out of the county treasury.

§ 36. At each of their half yearly meetings, on the first Monday of April and October, the trustees of schools shall proceed to ascertain the amount of state, county and township funds liable to distribution, to wit; the interest actually on hand from the state and county school fund, and such of the interest, rents, issues and profits arising from the township lands and funds as have accrued and become due since their last regular half yearly meeting, except the two per cent. and the three per cent., which the school commissioner is allowed to retain. The said trustees shall immediately thereupon proceed to distribute the aggregate amount of state, county and township funds thus ascertained to be liable to distribution, as follows: First, to the township treasurer, the two per cent. allowed him; second, for the payment of the books of the township treasurer, if anything be due for that purpose; third, for the payment of any reasonable charges for dividing common school lands, and making plats, &c., as provided for in this act; fourth, the balance they shall apportion on the several schedules certified and returned from each school in the township according to law, in proportion to the number of days certified on such schedules respectively to have been taught since the last regular return day fixed by the act or trustees for the return of schedules; and the township treasurer shall, as

soon as practicable, pay out the money so apportioned to the several persons to whom it shall be distributed. The said trustees of school shall also make such orders, not contrary to law, for the collection of the funds due as in their discretion shall be most for the interest of the funds. They shall also, at their said half yearly meetings, ascertain the amount of tax money, if any, the treasurer has in his hands belonging to any school district being wholly or partly in his township; and they shall see that the treasurer charges himself in his cash book, in a separate column, in favor of the proper district, with the amount they shall find to be in his hands belonging to such district; and the amount so ascertained to be in the hands of the treasurer shall be paid out as in this section directed. The trustees of schools shall also examine the certificate of the district directors to which such tax fund belongs, and they shall thereupon direct the treasurer, by orders upon him, to pay the tax money aforesaid to the several persons who may appear to be entitled to it according to said certificate.

§ 37. Whenever it may be desirable to establish a school composed of pupils, residents of two or more districts or two or more townships, it shall be the duty of the respective boards of education of each of such townships to transfer such number of the pupils residing in such townships as the boards may deem proper to the schools so established in the township in which the school house is or may be located; but the enumeration of scholars shall be taken in each of such townships as if no such transfer had been made; and such school, when so composed, shall be supported from the school funds of the respective townships in which the pupils composing such school shall reside, and from which they shall have been transferred; and the board of that township in which the school house where such school is kept is located, shall have the control and management of such school; and the boards of each of such townships so connected for school purposes shall each pay its respective share of the entire expenses of every kind incurred in the establishment and support of such school, to be computed in proportion to the number of pupils residing in each of such townships composing such school; and each board of the townships from which pupils are transferred shall draw an order on its township treasurer, signed by its president, in favor of the township treasurer whose board shall have the control and management of such school, as the case may be, for the amount of its share of the entire expenses aforesaid of such school; and the board of the township having the control and management as

aforsaid of such school shall pay out of its treasury the whole amount required for the establishment and maintenance of such schools, in the same manner as provided in this act for the establishment and maintenance of other schools: *Provided, however*, by agreement of the several boards interested therein, said school may be placed under the control and management of such persons as may be determined by a majority of said boards.

§ 38. The board of trustees of each township in this state shall prepare or cause to be prepared by the township treasurer, the clerk of the board, or other person, and forwarded to the school commissioner of the county in which the township lies, on or before the second Monday of October, preceeding each regular session of the general assembly of this state, and at such other times as may be required by the school commissioner, or by the state superintendent of public instruction, a statement, exhibiting the condition of schools in their respective townships for the preceeding biennial period, giving separately each year, commencing on the first Mondays of October, and ending on the last of September; which statement shall be as follows:—1st. The whole number of schools which have been taught in each year; what part of said number have been taught by males exclusively, what part have been taught by females exclusively; what part of said whole number have been taught by males and females at the same time; and what part by males and females at different periods. 2d. The whole number of scholars in attendance at all the schools, giving the number of males and females separately. 3d. The number of male and female teachers, giving each separately; the highest, lowest, and average monthly compensation paid to male and female teachers, giving each item separately. 4th. The number of persons under twenty-one years of age. 5th. the amount of the principal of the township fund; the amount of the interest on the township fund paid into the township treasury; the amount of state or common school fund received by the township treasurer; the amount raised by *ad valorem* tax, and the amount of such tax received into the township treasury; and the amount of all other funds received into the township treasury. 6th. The amount paid for teachers' wages; the amount paid for school house lots; the amount paid for building, repairing, purchasing, renting and furnishing school houses; the amount paid for school apparatus, for books and other incidental expenses for the use of school libraries; the amount paid as compensation to township officers and others. 7th. The whole amount and a full account of the receipts and

expenditures for school purposes. 8th. The number of books of each kind used in the schools, and the years in which each book was purchased, together with such other statistics and information in regard to schools as the state superintendent or school commissioner may require.

§ 39. In all cases where a township is, or shall be divided by a county line, or lines, the board of trustees of such township shall make, or cause to be made, separate enumerations of male and female white persons of the ages as directed in the fifth specification of the foregoing section thirty-eight (38) of this act, designating separately the number residing in each of the counties in which such township may lie, and forward each respective number to the proper school commissioner of each of said counties; and in like manner, as far as practicable, all other statistics and information enumerated and required to be reported in the aforesaid section thirty-eight, shall be separately reported to the several school commissioners; and all such parts of said statistical information as are not susceptible of division, and are impracticable to be reported separately, shall be reported to the school commissioner of the county in which the sixteenth section of such township is situated.

§ 40. At each semi-annual meeting, and at such other meetings as they may think proper, the said township board shall examine all books, notes, mortgages, securities, papers, moneys and effects of the corporation, and the accounts and vouchers of the township treasurer, or other township school officer, and shall make such order thereon for their security, preservation, collection, correction of errors, if any, and for their proper management, as may seem to said board necessary.

§ 41. The board of trustees of each township in the state may receive any gift, grant, donation or demise, made for the use of any school or schools, or library, or other school purposes within their jurisdiction; and they shall be and are hereby invested, in their corporate capacity, with the title, care and custody of all school houses, school house sites, school libraries, apparatus or other property belonging to any school district as now organized, or which may be within the limits of their jurisdiction, with full power to control the same in such manner as they may think will promote the interest of schools and the cause of education; and when, in the opinion of the school directors, the school house site has become unnecessary, or unsuitable or inconvenient for a school, said board may sell and convey the same in the name of said board; and such conveyance shall be

executed by the president and clerk of said board, and the avails shall be paid over to the township treasurer for the benefit of schools; and all conveyances of real estate which may be made to said board shall be made to said board in their corporate name, and to their successors in office; and said board may purchase and hold such real estate and personal property as may be necessary for the establishment and support of schools.

§ 42. The township board shall cause all moneys for the use of the township to be paid over to the township treasurer. They shall have power, also, to remove the township treasurer at any time, for any failure or refusal to execute or comply with any order or requisitions of said board, legally made, or any other improper conduct in the discharge of his duty as treasurer, or at any time they may deem such removal expedient. They shall also have power, for any failure or refusal as aforesaid, to sue him upon his bond, as provided in section fifty-nine hereof.

§ 43. The township trustees are hereby vested with general power and authority to purchase real estate, if in their opinion the interests of the township fund will be promoted thereby, in satisfaction of any judgment or decree wherein the said board or school commissioner are plaintiffs, or complainants; and the title of such real estate so purchased shall vest in said board, for the use of the inhabitants of said township, for school purposes; and all purchases of land heretofore made by school commissioners, or trustees of school lands, or trustees of schools, for the use of any fund or township for the use of schools, are hereby declared valid. The said board are hereby vested with general power and authority to make all settlements with persons indebted to them in their official capacity; or receive deeds of real estate in compromise; and to cancel, in such manner as they may think proper, notes, bonds, mortgages, judgments and decrees, existing, or that may hereafter exist, for the benefit of the township, when the interest of said township, or the fund concerned, shall, in their opinion, require it, and their action shall be valid. Said board of education are hereby authorized to lease or sell, at public auction, any land that may come into their possession, in such manner and on such terms as they shall deem for the interest of the township: *Provided*, that in all cases of sale of land, as provided in this section, the sale shall be made at the same place, and notice given of it in the same manner, as is provided in this act for the sale of the sixteenth section.

SCHOOL DIRECTORS—THEIR ELECTION AND DUTIES.

§ 44. It shall be the duty of the legal voters within each school district to meet at the school house, or other convenient

place in the district, on the first Monday of October next, or as soon thereafter as the township may be laid off into districts, and on the first Monday of October biennially thereafter, and elect three persons within the district, to be styled school directors, who shall continue in office for the term of two years, and until their successors are elected. But the first election may be held on any Monday, notice being given by the township treasurer, according to the provisions of this act. The legal voters, when assembled, shall choose three of their number to act as judges, and one as clerk, at such election. In case of a tie of said election for school directors, it shall be determined by lot on the day of election, by the judges thereof.

§ 45. A majority of said directors shall constitute a quorum to do business; and the board, when convened, shall have power to purchase libraries for the district, to be paid for out of the tax funds of the district: They shall establish a sufficient number of common schools for the education of every individual person over the age of five and under twenty-one years, in their respective districts; and shall make the necessary provision for continuing such schools in operation for at least six months in each year, and longer if practicable. They shall cause suitable lots of ground to be procured and suitable buildings to be erected purchased or rented for school houses, shall supply the same with furniture and fuel, and make all other provisions relative to schools which they may deem proper. They shall exercise a general supervision over the schools of their respective districts, and shall, by one or more of their number, visit every school in the district at least once a month, and shall cause the result of such visit to be entered on the records of the board. They shall have the appointment of all the teachers of the schools in the district, shall fix the amount of teachers' salaries or compensation, and may dismiss them at any time for incompetency, cruelty, negligence or immorality; shall direct what branches of learning shall be taught in each school, and may suspend or expel from the school all pupils found guilty, on full examination and hearing, of refractory or incorrigibly bad conduct. Said school directors are hereby authorised to receive and hold, by their name of school directors, for the use of schools in the district, any book purchased for or donated to the district library; and the same shall be kept and controlled and loaned to the inhabitants of the district under twenty-one years of age, according to rules prescribed by said directors. But the librarian shall in no case receive any compensation out of the common school or township fund for his services as librarian.

For the Illinois Teacher.

GRAMMATICAL RELATIONS.

BY REV. W. B. BUNNELL.

THE learned German grammarian, Dr. Raphael Kunher, divides words into two classes, *essential*, and *formal words*.

The former may be defined, *simple expressions of thought*.

If we desire to communicate several consecutive ideas, so as to form one distinct proposition making complete sense, we join several essential words together in mutual dependence. This dependence is called by grammarians, *relation*, and the proposition thus formed, *a simple sentence*.

When several simple sentences are required for a full enunciation of thought, they are united by the *connectives*, which constitute one class of the formal words.

A more important class, as far as it concerns grammatical studies, are those that indicate the relation between the words of a simple sentence, usually termed *prepositions*, both on account of their partial use in every language, and of the great diversity in their use by the different languages. We might presume that, if used at all, they would always be employed between words having relation to each other; but this is far from being the case. The difference in indicating relations, we add, is one of the most important idiomatic differences of languages.

Let us take, for example, the following Latin sentence:

“Arma fecit Vulcanus Achilli.”

Vulcanus, (Vulcan,) has the subjective relation to the verb *fecit*; (made;) *arma* (weapons) has the objective relation to the same; *Achilli* (Achilles) has the relation of the remote object. The Latin idiom requires a preposition to indicate no one of these relations, while in the English rendering of the passage, *Vulcan made weapons for Achilles*, the subjective, and the objective relations require no prepositions, while that of the remote object to the verb, is indicated by the preposition *for*.

In English grammatical parsing, it is quite common to pass over prepositions without naming the words between which they show relation, or at best giving their relation in a careless, incorrect manner. Not only should the pupil be made to see that, in the above passage, *for* shows the relation between *made* and *Achilles*, but that the latter really depends upon the former, just as much as does *weapons*, which we are accustomed to govern by it. Most text books in grammar have no rule for parsing:

the preposition, but only for parsing the case governed by a preposition.

The Semitish languages, Hebrew, Chaldee, &c., often employ a "case sign," or what may justly be called a preposition, to show the relation of the object to the transitive verb, as of *weapons to made*. We are not aware that a formal word is employed to join the verb in relation to its subject by any language. Many languages, however, have varying prefixes or suffixes to the verbs, which are supposed to be fragments of such formal words.

Again take the Latin sentence :

"Oves nobis suam lanam præbent."

The words *lanam*, (wool,) and *nobis*, (us,) respectively the immediate, and the remote object of the verb *præbent*, (give,) have no prepositions to indicate those relations; nor is one employed to show the relation of the adjective word *suam*, (their,) to its noun *lanam*. In the English rendering of the passage: *Sheep (oves) give their wool to us*, *us*, the remote object is joined in relation to *give*, on which it still depends, by the preposition *to*, no prepositions being employed for the other relations, any more than in Latin. But in the more idiomatic rendering, *sheep give us their wool*, the relation of the remote object, *us*, to the verb, is not expressed by a preposition. Still we are not accustomed to refer *us* directly to the verb, but to "govern it by the preposition *to* understood." Though this may be allowable, we should by no means overlook its relation to the verb.

In the Latin sentence :

"Grata mihi tua Epistola fuit,"

Thy letter was agreeable to me: Latin grammar makes *mihi* (me) depend upon *grata*, (agreeable,) a fact we must not fail to notice in English parsing, though we govern *me* by *to* which shows its relation to *agreeable*.

Grammarians assign cases to nouns, as the modifications by which their relations to other words are expressed.

The infinitive verb, in Latin, is joined to a word in a very similar relation to that of nouns, and without a preposition. The Greek infinitive often has a preposition to show its relation. The English infinitive has, most commonly, the preposition *to*, the German, with almost precise similarity, *zu*. French, Italian and Spanish, as well as Hebrew and Chaldee, employ prepositions before the infinitive.

Are we, then, to assign case to the infinitive? We are not par-

ticular on this point, about which so much trepidation has been manifested by certain parties? Since Kunher has called the infinitive, and most truly, the substantive participial, and since the cautious and conservative Dr. Andrews, in the late editions of the admirable Latin Grammar of Andrews & Stoddard, has treated it as such, (see § § 269, 270,) there can be no objection to assigning it case.

In the sentence, *The man is good*, the adjective *good* is joined in relation to its noun *man* by the verb *is*, which is consequently a formal word, usually termed the copula.

All pronouns are, according to Kunher, formal words, but it is very common in text books on grammar to parse the relative pronouns as *relative* because they relate to the nouns, (which they represent.) Relation of substantive words is termed case, as we have observed; but the case of a pronoun does not depend at all upon the noun for which it stands. Besides in any sentence: The man ploughed the field which he had bought, *he* relates to *man* just as much as *which* relates to *field*, and would for the same reason, be a relative pronoun. The truth is, which is *relative*, because it connects together the two simple sentences. This connecting power is what characterizes relative pronouns; and no such pronoun is correctly parsed, till the two sentences which it connects are pointed out.

COMMON SCHOOLS UNSECTARIAN.

Extract from a Discourse by E. O. HAVEN, Professor in the University of Michigan.

“It was the Pilgrims who gave character and stability to this country. Early they were the tower of strength; and their principles and peculiarities, like their descendants, can be traced in every part of America’s domain.

The *Common School*, next to Christianity, was the sheet-anchor of their hope. Ere yet their log-houses were complete, the church was built and dedicated to God, and the humble school-house rose as if by magic, for a hundred hands combined to throw the logs together; and on the rough seat running all around the inside of the house, were ranged the coarse-clad urchins and damsels, some with their backs towards the centre and

their faces towards the wall, and some listening to the teachings of the master, who paced through the centre, proud as the ruler of an empire, though his wages were perhaps a pound sterling a month, and he "boarded round." But founder of an empire he was. And but for that same unpretending class, common school teachers, America would not have been a proud republic as to-day: but if peopled by white inhabitants at all, they would have been like the serf of Russia, or the peasant of Brazil. Long ago the people of these colonies were by far the best educated *people* in the world; and long before any nation of Europe had begun to think of educating the masses, you might have walked up and down the whole length and breadth of New England—and though every man was obliged to carry a loaded musket—though they went armed to church—though every outward influence was toward barbarism—yet you could not find one single native of the soil that could not read and write. Such was the effect of common schools. And not the smallest honor have most of our great men esteemed it, (including some who have sat in the presidential chair,) that in their boyhood they attended, and some of them in their youth taught, Common Schools.

Could such a nation become barbarian? No. The fire of intellect was kindled in every soul, and many waters could not quench it.

The wave of population advanced, and with it common schools. The preacher, on his saddle-bagged horse, came with his well-worn pocket-bible—which ammunition, like a good warrior, he had managed to keep dry as he forded streams—and opening it and reading, he found not an ignorant, heathen people, but one who read, themselves, and who had already shown their interest in their children's welfare, by the establishment of a common school. Thus was New York settled—thus Ohio. And finally, the enterprising bands of pioneers, crossing the majestic Erie, entered the beautiful prairie-extended, forest-bearing, lake-gemmed, burr-oaked Michigan; and as the giant trees yielded to the woodman's axe, and the vapors of centuries began to roll away, and smiling wheat and corn to take the place of the wild flowers of the prairie, school-houses and schools were not forgotten. And now, as the American from the East rides over your railroads, or threads his way through your villages, not only is he delighted with its splendid farms, and commodious buildings, and charming lakes, and all its quiet natural beauty, but also with those sure indications of intelligence and morality—Common School Houses, the colleges of the people, side by side

with the churches of the Most High. The greatest honor of Michigan to-day, next to her religion, is her common schools! Right glad am I to find a home in a State, which need not fear to challenge a comparison with any sister State in common schools.

And shall Michigan give them up? Shall she tear this crown from her head and trample it under her feet? Shall she denude herself of her robe of beauty, claim affinity with European despotisms, and plunge backwards into the Dark Ages? Will she now establish a system that will introduce discord into every neighborhood, array man against man, and child against child, and in the end completely annihilate State-supported schools? Shall the tide of freedom, rolling westward, the astonishment of the nations and the hope of the world, here be checked, in this Peninsular State, and the future historian, as with sad pathos he chronicles the ruin of the United States, record, that freedom received its death-blow in the State of Michigan? And shall the name of Michigan, on this account, be a hissing and a by-word, a stench in the nostrils, and a standing reproach down to the end of time? Forbid it, patriots! forbid it, Christians! Your noble lakes, whose waters roll unrestrained as the ocean waves, command you to forbid it! Your beautiful springs, gushing up free and perennial from the common mother earth, and offering their bounties to all, command you to forbid it! Your contiguity to a foreign land under another government, for the sake of a good example to them, command you to forbid it! And your central position in this vast Union, from East to West, urges upon you to forbid it!

Remember, your State is not yet half settled. Millions of your acres have not yet felt the plough, or heard the echoes of the axe. You still have your pioneers. Will you deprive them of the greatest State-boon you ever had—common schools? Will you for a few votes nullify your greatest honor, to gratify a few men urged on by foreign-born priests, who have no families of their own, and are so intensely sectarian that they will not allow the children under their tyrannic control to sit on the same seats with yours, and learn reading, arithmetic, geography and grammar? If so, you are unworthy to be freemen; you would sell your birthright for a mess of pottage, and betray your Master for thirty pieces of silver! No! No! I have no fear of it; but it is time to be awake. There is an enemy at your doors; and the very pillar of your freedom is beginning to fall! We urge you not to war, but we urge you to use the

American weapon—the ballot. If you are worthy of your sires, and of the name you bear, swear, and show it by your deeds, that your nation's glory shall not be destroyed.

Besides the fact that common schools are always possible, they ought to be prized by every American, because they tend to break down sectionalism, and produce that homogeneity of character so essential to safety in a democratic republic. We must not have sects and classes in our free community, so intensely hostile to each other, that they cannot eat at the same table, nor enter the same house. At any rate, the State must not foment nor perpetuate sectionalism. It is an omen full of evil, when one part of our community is arrayed against another, and especially when religious watchwords are heard in the political arena and at the polls.

What we want is not denominational, but *American*, common schools. How effective must they be, to soften party spirit; and, beginning with the pliable age of childhood, to awaken in all American citizens a spirit of union and fraternity!

Is it not because they hate us, and mean to hate us, and mean to have the'r children hate us, that a few natives of other lands will not affiliate with us, and support those institutions which make our country the safe asylum of the oppressed? If so, we say to them, We do not hate you. We receive you with open arms. We point you to our institutions—sacred to us, because defended by the blood of our fathers—and we offer you the same common protection with us; but dare not to pull down the temple under whose shadow you rest! Full well we know that many adopted citizens prize them even as we; and we hope and believe, that if we are not recreant to our trust, not an American will be found in the twentieth century, who would presume to lift a hand against his country's unsectarian common schools.

This institution is our greatest hope. Our nation is destined yet to cover North America. Soon the steam-breathing horse will start from the Atlantic coast, and unwearied pursue his course, nor stop till, crossing rivers, it passes over the Mississippi Valley, through the mountain range, and reaches the shore of the Pacific. Soon a white population, advancing step by step, will cover the whole continent. The valley of the Oregon will be vocal with business, and the Rocky Ridge, even to its summit, will be peopled by a hardy race of American mountaineers. On election day, the telegraph will bring us the vote of the people from all those regions—now an unbroken forest, and peopled only by such tribes as the Snakefoot and the Camanche.

Let us hope and pray that these new States, as they are formed, shall, like us, have the benefit of common schools.

This subject has indeed a religious phase. It may be asked by some, Why do I venture on such a discussion, in a house of worship, on the Sabbath-day? If it was a question of political parties, I would not do it. It is not such a question of mere policy. It cannot be made a party question. It is an American subject, and what is more, it is connected with religion. I wish to give utterance to the desire of Protestantism, that the Church be independent of the State. I wish to preach the doctrine, that we, as religious people, do not ask the State to educate our children in religion. We will do that ourselves. We do not want Methodist, or Protestant common schools, supported by taxation of the people; we should as soon think of asking for a Methodist post-office, or an Episcopal court-house, or a Presbyterian road. We expect to pay our highway tax in common with other people, and then we expect the privilege of traveling on the highway just like others; and we expect to pay our postage, and to enjoy the privileges of the post-office in common with others. Just so we expect to pay our school tax, in common with others, and then we expect to enjoy the privileges of common schools; and we demand that nothing shall be taught in those schools against any particular denomination; and we ask for nothing for it—we demand only the principles of science, such as can be communicated to children to fit them for the duties of practical life. And what we ask for ourselves we accord to others. We say to the natives of every European country, as they settle with us. There are our common schools, for your children as well as ours. Let them sit together—the rich and the poor—and be taught by the same teacher, in the same classes. We all pay for them alike, and we all enjoy them. Religion is not taught there, because our Constitution forbids the preference of one religion over another; and institutions founded by the State cannot be sectarian.

Now the religious aspect of the question is, that the Church must propagate its high and holy doctrines by its own voluntary effort. This is just as it should be. When the twelve apostles started on their grand enterprise of evangelizing the world, they did not begin by petitioning the Roman Empire to establish their religion, and support it out of the public treasury. No; they went to work and looked to the people for a support. So it should be now, and so it is in America. Christians! if you wish to Christianize the world; you must work for it—you must

contribute money—you must pray—you must labor. God give you energy, and God give you success; but never, O never, fall into the mistake, that the State can do this business for you. It cannot do it—must not do it. God does not ask it at their hands.

THOMAS JEFFERSON, in a letter to Mr. Wythe, dated Paris, August, 1786, writes thus: “I think, by far the most important bill, which the General Assembly of Virginia had passed, is that for the general diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness. If anybody thinks that kings, nobles, or priests are good conservators of the public happiness, send him here. It is the best school in the universe, to cure him of that folly. He will see here, with his own eyes, that these descriptions of men are an abandoned confederacy against the happiness of the mass of the people. The omnipotence of their effect cannot be better proved, than in this country, particularly where notwithstanding the finest soil upon earth, the finest climate under heaven, and a people of the most benevolent, the most gay and amiable character, of which the human form is susceptible, where such a people, I say, surrounded by so many blessings from nature, are loaded with misery by kings, nobles and priests, and by them alone. Preach, my dear sir, a crusade against *ignorance*, establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against these evils, and that the tax which will be paid for this purpose, is not more than the *thousandth part* of what will be paid to kings, priests and nobles, who will rise up among us if we leave the people in ignorance.”

DUGALD STEWART says:—“Nothing has such a tendency to weaken, not only the powers of invention, but the intellectual powers in general, as extensive reading without reflection. Mere reading books oppresses, enfeebles, and is with many a substitute for thinking.

Written for the Illinois Teacher.

THE OLD SCHOOL-ROOM.

BY ARTHUR A. CLOYES.

Faint sunset rays still gleam on hill and highland,
Dark is the silent lea,
The silvery stars o'er ocean tide and island,
Are shining brilliantly.

Night's sable pall rests on the waves of ocean,
Falling with deeper gloom,
While o'er my heart there come with deep emotion,
Dreams of the old school-room.

I dream of those who from it have departed,
To enter it no more,
The noble ones, the generous and true-hearted,
I knew in days of yore.

Where are they now?—the silent night rejoices,
Over the old school-room,
But still I hear their old familiar voices,
From out the twilight gloom.

Some are beyond old Ocean's stormy billow,
The wild and raging deep,
Some of that happy band, beneath the willow,
Rest in a dreamless sleep.

Some in life's paths are boldly upward climbing,
To an immortal name,
And hear afar like grandest music chiming,
The bugle-blast of Fame.

'Neath the wild Northern-Light's far-streaming banner,
One sails the stormy seas,
One left us for a home on the Savanna,
'Mid the dark orange-trees.

The sweet old songs we sang in days of childhood,
Within that old school-room,
I hear them now beneath the solemn wildwood,
And on the midnight gloom.

Never again that band shall meet unbroken,
As in the days of yore,
Until they meet where no farewells are spoken,
On the celestial shore.

Dear old companions in the halls of learning !
Ye gather round to-night,
True friendship's light in every eye is burning,
Changeless and bright.

How have the visions of our childhood faded,
Our hopes, no more they bloom,
The dark untrodden future still is shaded,
We may not pierce its gloom.

Oh ! may we meet beyond Death's dreary portal,
 Beyond the shores of time,
 Where the free spirit sinless and immortal,
 Shall dwell in Heaven's pure clime.
 ASHLAND, MASS., March, 1855.

THE TEACHER'S TRUST.

D. WILKINS, JR., LOCAL EDITOR.

The Common Schools of our country are a trust committed to Teachers, of the utmost importance.

Well might the originator of our Declaration of Independence say, "that of all the laws his native state adopted, the one which provided for the support of common schools, by direct tax, was of the most importance, and would tell more for the perpetuity of freedom than all the rest." The primary school may well be called the nursery of freedom, the cradle of liberty. If you wish to enslave a nation throw around it the dark mantle of ignorance ; but the moment you truly educate the masses of any nation, that moment it will break the fetters of oppression, and assert its liberty.* What must have been the feelings of him whose name, ever dear, we are wont to associate with the benefactors of our revolution. Lafayette, after seeing his native country wade through fields of blood in the struggle of her revolution, when the clangor of arms had subsided, and France was again to select her form of government, the question being asked him, if the government of the United States would be best for France to adopt—although a better patriot never lived—with feelings of deep regret, replied, "France is too ignorant for such a form of government." As much as to say if we wish to be free, we must educate the masses. In the United States, there are over 4,000 000 of children between the age of four and sixteen. This immense number is rising up in our midst, soon to enter the ranks of active manhood, as the leaders, propagators, and defenders of American freedom. Where must they receive the qualifica-

*Daniel Webster, in commenting upon a sentiment expressed by John Adams, "that the education of the poor is more important, even to the rich themselves, than all their own riches," says: On this great truth, indeed, is founded that unrivalled, that invaluable political and moral institution, our own blessing and the glory of our fathers,—the New England system of Free Schools."

tions to prepare them to take the places of their fathers? Upon whom must devolve the great and important trust of disciplining, cultivating, and developing the minds of this immense company springing up, and preparing them to discharge the duties, and fill the places of responsible freemen? It is to the teacher, and almost to him alone, that we look for a response to this noble and praiseworthy undertaking. Here is a work, vast in its magnitude, transcendent in its object, and glorious in its results, committed to the faithful teacher. When in connection with this we take into consideration the hundreds of thousands of emigrants that are swarming into the wide spread vallies and beautiful prairies of the far West; and that they come to us ignorant of our free institutions, the most, unable to read and write, who, that loves his country, and feels a spark of patriotism coursing in his veins, who, that feels the balancing position our nation, at the present time, holds among the nations of the earth, either to plant the standard of liberty, and the cross firmly upon the last redoubt of despotism, where the star-spangled banner, the emblem of freedom, of thought, and religion, shall wave triumphantly over the last feeble pulse of tyranny; or to see it sink beneath the rolling billows of commotion, crushed under the cruel sway of kings and tyrants, to be reared no more forever; who, we say, that would see our free institutions perpetuated, and America happy, cannot see the accumulating responsibilities and trusts which are rolling upon us? Here is a work of immense magnitude for the teacher. The question arises, how are teachers to be thoroughly qualified for this great work? No state is more favorably located and beautifully situated for the accomplishment of this end than our own. Planted in the great valley of the Mississippi, covered with wide spread and rolling prairies, which are fanned by the soothing breezes of every clime, decked with flowers of the most lovely hue, specked with verdant and prolific groves, which appear in the distance, like so many fairy islands upon the blue expanse of ocean; a soil unequalled in its depth and the richness of its component parts; a climate healthy and salubrious; and already brought by the iron horse, with the speed of the bird, in close proximity with the Atlantic on the East, and the Father of Waters on the West, with the Lakes on the North, and soon will be with the Gulf of Mexico on the South; *it is unsurpassed.*

As a means to enable us to accomplish this inestimable object, we see the absolute necessity of a Normal School. Already we have Colleges and Seminaries, which under the direction of qual-

ified, efficient, and faithful faculties, and the patronage of the people, are sending forth many well prepared for this calling. But these schools cannot take the place of a Normal School. Teachers want a home of their own, where they can go and not only be instructed in the various sciences they may be called upon to teach, but also in the art of teaching. No state in the Union is so well adapted to Agriculture as Illinois. As teachers we must labor with this fact in view. Our instructions should be adapted to the wants of those we instruct. The principles of Agricultural Chemistry and Physiology should be familiar to every teacher, and be thoroughly enstamped upon the mind of every pupil. If the interest of any class of people should have the most of our attention as teachers, it is the farmer. The idea that Chemistry and Physiology are too intricate to be introduced into the common school, should be discarded. The farmer has too long been deprived of all that is beautiful and scientific in his pursuit. The rich and golden beams of light, which should break upon every step he takes upon his farm, have been too long shut up in the Laboratories of our institutions. The principles of these sciences are almost as indispensable to the agriculturalist, as the beams of the king of day. The Normal School with a good Laboratory and qualified instructors in this respect, is much needed. We are aware that these sciences are taught in our Colleges, and the most of our Seminaries; yet, comparatively, how few are the teachers that attend these institutions, and become familiar with these studies. Let the Legislature give us a Normal School, and a law making it incumbent upon every teacher to become versed in these sciences, and how glorious will be the result? Illinois, in a few years, would be the brightest star in the constellation of our nation's galaxy. Fill our schools with teachers, who by thorough discipline have learned to think themselves, and they will train up a generation of thinkers, and scholars, that will gather around the temple of freedom, swell its turrets into the heavens, far above every tempest, and the sword of divine justice will rest forever on its summit.

As teachers having been cradled in the lap of democracy, and reared in the school of equality, we acknowledge no superior, and we detest the power of tyrants. Having been led by our parents to bow at the shrine of the altars of truth, and to mingle in the temples of science, we early imbibe the principles of our free and sacred institutions. But we have gloomily to reflect that the hand which so kindly led us to those altars, will

soon be removed, and the voices to which we have listened in those halls of science, will soon be hushed in silence, to be heard no more forever. Star after star is falling, and our fathers, the pioneers of our calling, have been, and all will soon be, numbered among those that were. Those silvery locks and wrinkled brows that have faced the heat and burden of the day, are fast fading for the tomb. Shall we step forth upon the great theatre of human action, assume their responsibilities, bear their burdens, and consummate the work they have commenced? Shall we, enrobed in the pure and spotless habiliments of unsullied virtue, like the sun from behind the retiring clouds, radiate the exhilarating beams of liberty, which they have purchased, upon the ignorant? Are not the eyes of seven hundred millions of the human race turned with deep anxiety upon our free institutions, expecting soon to hear the death knell of liberty, and see the grave of departed freedom? Shall we not defeat their expectations, and show to the world that liberty fanned by the light of revelation is the famed philosopher's stone for which their heroes and sages fought, and their muse's celebrated in song? When the philosopher of the east foresaw the beauty and excellency of this western country, cities rising up in the midst of desolation, and the flowers of the garden blooming in their solitary places, beautiful and delightful was the scene before him. But a brighter view than ever dawned upon the mind of the distinguished navigator looms up before our ravished sight.

A few centuries ago America lived only in the imagination of the wild and roving adventurer. A dense moral and intellectual darkness rested upon the entire continent. But the Sovereign Arbitrator of nations, far back in the councils of eternity, had determined that a higher destiny awaited our beloved country. Here was determined to be the great arena of action where mind so long grappling with the philosophical dogmas of the dark ages, stamped with the beautiful and lovely image of its Originator, *should burst* its cruel fetters, *claim* its true position, and *assert* its high prerogative. Has this declaration been verified? Here, where once the wild and untutored savage roamed in pursuit of game, and the smoke of human sacrifices curled around his wigwam, and arose to appease the anger of his gods, now beautiful cities with their thousand spires glistening in the sun-beams grace our hills and vallies, and the voices of thirty millions fill the heavens with their praises. Here, where once the marks of civilization were unknown, now a thousand steamers ply upon

the silvery bosom of our lakes and rivers ; cars with unequalled flight speed their winding way from one end of our country to the other ; and by the telegraph we are permitted to peruse the speeches of our distinguished orators, almost before they are pronounced in our legislative halls. Here where once was the home of ignorance and superstition, now primary schools, seminaries, colleges, and universities are located, offering facilities unsurpassed in the world.

Fellow teachers, these are some of the *trusts* committed to our charge.

Shall we show ourselves worthy of the descendants of those from whom we have received these legacies. Shall our free institutions, founded by the wisest and most intelligent that ever graced the catalogue of nations, be preserved inviolate ? Shall our internal improvements accumulating wealth and affording peace and prosperity to our country be progressive ? Shall we impart to the thronging multitudes of emigrants that are pouring into the sunny and golden regions of the west, the pure and glorious principles of our democracy ? Finally, shall we, considering our battle-field the world, launch forth upon the great drama of life, and under the approving smiles of an all-wise Creator, aid in ushering in the millenium dawn ?

In the language of another : "The generations of the past and generations to come, hold us responsible for these sacred trusts." The silent admonitions of the distinguished dead, the momentous interest of the living, and the destiny of the countless millions springing from the deep bosom of the future, urge us to be faithful and true to the work assigned for our accomplishment. Let us then cherish the virtues and principles of our fathers, assume their responsibilities ; and bear their burdens cheerfully, and He who is the perfection of all teaching, and the rewarder of all those that teach faithfully, will more than recompense us when the nations of this earth shall be swept away in the final consummation of all things.

AN ACT To incorporate the Illinois State Teachers' Institute.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, That W. H. Powell, C. E. Hovey, D. Wilkins, jr., Onslow Peters, A. W. Estabrook, Newton Bateman, S. Wright, G. W. Minier, W. F. M. Army, and such other persons as are, or hereafter may become members of the Illinois State Teachers' Institute, are hereby constituted and created a body politic and corporate, by the name and description of the Illinois State Teachers' Institute, and by that name shall have power to sue and be sued, plead and be impleaded, defend and be defended, in all courts of law or equity in this State, and they shall have a common seal, which they may alter and break at pleasure.

SEC. 2. The said association hereby created shall have power to take and hold real estate, or other property, to the value of twenty-five thousand dollars.

SEC. 3. The said Institute shall have power to elect such officers as may be necessary to the well ordering of the same, and for the furtherance of the objects of the same, which objects are the promotion of the general interests of common schools in the State of Illinois, and to qualify young men engaged in teaching in said schools, to discharge honorably and usefully the various duties of their profession.

SEC. 4. The corporate powers hereby conferred shall be such only as shall be essential or useful in the attainment of the object hereinbefore specified, and such as are usually conferred on bodies corporate.

SEC. 5. A meeting of the members of this Institute shall be held at Springfield, Illinois, on the twenty-sixth day of December, 1855, and forever thereafter annually at such times and places as said Institute at its annual meetings shall determine.

SEC. 6. The said Institute shall have power to pass such by-laws as will in its judgment best promote the objects aforesaid, not inconsistent with the laws or constitution of this State.

G. KOERNER,

Speaker of the Senate.

THOS. J. TURNER,

Speaker of the House of Representatives.

Approved Feb. 14th, 1855.

J. A. MATTESON.

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARNY, }

We commence with this number the publication of the School Law as passed by the last Legislature. We regret that it occupies so many pages of the "Teacher," yet we feel that every teacher should have access to, and become familiar with it. It necessarily crowds out other matter which we would like to publish in this number.

All former school laws having been abolished; by inserting it in the "Teacher," we may all know and judge for ourselves of its utility and adaptation to promote the cause of education in our Common Schools.

The Michigan Legislature at its last session passed the following acts:

An act by which two copies of the Michigan Journal of Education are sent to each township. One copy monthly by mail, and the other in a bound volume, at the end of the year.

An act by which Webster's Unabridged Quarto Dictionary is put into every public school in the State.

An act by which the State Teachers' Association or County Associations may be incorporated; and

An act by which \$1,800 is placed in the hands of the Superintendent to expend for the Teachers' Institutes.

It is highly gratifying to us to see the interest that Michigan, in former field of labor, is taking in the cause of education.

The appropriation of funds for the support of the Michigan Journal of Education, and for defraying the expenses of Teachers' Institutes throughout the State, is worthy of the highest commendation of every friend of education. Will not our Legislature show, at its next session, as much interest in behalf of the Prairie State?

We welcome, with much pleasure, the Michigan Journal of Education to our table of exchanges. May its editor long live to plead the cause of the teacher, and spread the light of knowledge in the Peninsular State.

Thanks to Prof. Charles Davies for a copy of his new Arithmetic. We have not had time to give it a careful perusal. This is the work recommended by our Superintendent, and should receive a careful and thorough examination by every teacher.

THE
ILLINOIS TEACHER.

Vol. 1, No. 3.] C. E. HOVEY, EDITOR OF THIS NUMBER. [April 1855.

THE NEW SCHOOL LAW.—*Continued.*

OF JUDGMENTS AND EXECUTIONS AGAINST BOARDS OF TRUSTEES
OR SCHOOL DIRECTORS.

§ 46. If judgment shall be obtained against any township board of trustees or school directors, the party entitled to the benefit of such judgment may have execution therefor, as follows, to wit: it shall be lawful for the court in which such judgment shall be obtained, or to which such judgment shall be removed, by transcript or appeal from a justice of the peace, or other court, to issue thence a writ, commanding the directors, trustees and treasurer of such township to cause the amount thereof, with interest and costs, to be paid to the party entitled to the benefit of said judgment, out of any moneys, unappropriated, of said township; or if there be no such moneys, out of first moneys applicable to the payment of the kind of services or indebtedness for which such judgment shall be obtained, as provided in section sixty-five of this act, which shall be received for the use of such township; and to enforce obedience to such writ by attachment, or by mandamus, requiring such board to levy a tax for the payment of said judgment; and all legal process as well as writs to enforce payments of a judgment, shall be served either on the president, or clerk of the board.

EXAMINATION AND QUALIFICATION OF TEACHERS.

§ 47. The school commissioner shall, either by himself, or

any person or persons, whom he shall appoint, examine such person or persons proposing to teach a common school in the county, in relation to his or her qualification to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and the history of the United States; and if he or they shall be satisfied that such person sustains a good moral character, and is qualified properly to teach all the aforesaid branches, he or they shall give such person a certificate of qualification; which certificate shall be good and valid in said county for two years from the date thereof, and said certificate may be renewed, at its expiration, by endorsement thereon by the said commissioner, or examiners. The said certificate to the teacher may be in the following form, viz:

—————*Illinois*,—————18—

The undersigned having examined—————, and being satisfied that ——— sustains a good moral character, hereby certify that ——— is qualified properly to teach the following branches, viz: orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and the history of the United States; which certificate is good and valid in said county for two years from the date hereof, renewable at the option of the school commissioner or of any two members of the board of examiners, by his or their endorsement thereon.

Given under ——— hand, at the date aforesaid.

A————B——, *School Commissioner.*

C————D——, } *Examiners.*

E————F——,

Provided, that each and every school, or schools, of whatever grade, established or authorized to be established under the provisions of this act, shall be a school or schools for the purpose of teaching various branches of an English education; and no part of the common school fund, township fund, or of any other school fund, shall be paid out or appropriated for the establishing, conducting, or the supporting in any manner of any other character or class of school or schools, as aforesaid designated: *Provided*, that nothing herein contained shall prevent the teaching a foreign language in a common school as aforesaid.

§ 48. It shall be the duty of the school commissioner to fix upon the time of holding meetings for the examination of teachers, in such places in their respective counties, as will in their opinion best accommodate the greatest number of candidates for examination; notice of all such meetings having been published in some newspaper of general circulation; and all teachers who

do not attend at the appointed time for said examination, shall pay to the school commissioner, one dollar for their certificate.

TEACHERS—THEIR DUTIES.

§ 49. No teacher shall be entitled to any portion of the common school or township fund, or other public fund, or be employed to teach any school under the control of any board of education of any township in this state, who shall not, before his employment, exhibit to said board, or to a committee of said board, a certificate of qualification obtained under the provisions of this act; nor shall any teacher be paid any portion of the school or public fund aforesaid, unless he shall have kept and furnished schedules as herein directed.

§ 50. Teachers shall make schedules of the names of all scholars under twenty-one years of age, attending their schools, in the form prescribed by this act; and when scholars reside in two or more districts, townships, or counties, separate schedules shall be kept for each district, township, or county; and the absence or presence of every scholar shall be set down under the proper date, and opposite the name, on every day that the school is open; and the absence of a scholar shall be signified by a blank—the presence by a mark. The schedule to be made and returned by the teacher shall be, as near as circumstances will permit, in the following form, viz:

SCHEDULE of a Common School, kept by A B, at ———, in district number ———, in township sixteen north, range five, east of the third principal meridian, in the county of ———, in the state of Illinois.

Names of scholars attending my school, & residing in district No. —, in township — north, range — west, in — county.	1855	Monday, January 15	Tuesday, " 16	Wednesday, " 17	Thursday, " 18	Friday, " 19	Monday, " 21	Tuesday, " 22	Wednesday, " 23	Thursday, " 24	Friday, " 25	Monday, " 27	Tuesday, " 28	Wednesday, " 29	Thursday, " 30	Friday, " 31	Monday, Febry 2	Tuesday, " 3	Wednesday, " 4	Thursday, " 5	Total No of days of each scholar.
John Smith.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Isaac Meslier.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Sarah Danforth.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Mary Newman.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Grand total number of days.....																					59

Grand total number of days.....59

And said teacher shall add up and set down the whole number of days' attendance of each scholar, and add up said whole numbers, and make out the grand total number of days' attendance, as in the form above prescribed, and shall attach thereto his certificate, which shall be in the following form, viz ;

I certify that the foregoing schedule of scholars attending my school, as therein named, and residing as specified in said schedule, to the best of my knowledge and belief, is correct ; and that it was a school for the purpose of teaching various branches of an English education.

A B, *Teacher.*

Teachers shall also include in said schedule, or furnish a separate report, containing the name of each scholar, and the name of each book used by each scholar, and the year in which each book was purchased : *Provided*, said schedule shall not include any book reported in a former schedule. When the teacher shall have completed his or her schedule or schedules, as above required, he or she shall deliver it to some one of the directors, or to a committee of at least two members of said board appointed for the purpose ; and it shall be the duty of said director, in connection with some other director of the board, or of said committee, to carefully examine such schedule or schedules, and after correcting all errors, and if they shall find such schedule to have been kept according to law, they shall certify to the same, as near as practicable, in the following form, viz :

State of Illinois, }
 County } ss.

We, the undersigned, directors of the board of education in township number —, range number —, in the county aforesaid, certify that we have examined the foregoing schedule, and find the same to be correct, and that the school was conducted according to law. That there is now due said C D, teacher, as per contract, the sum of—dollars and—cents, and that the said teacher has a legal certificate of good moral character and of qualification to teach a common school, (or of such a grade as the case may be.)

Witness our hands, this—day of—, A. D. 185—.

A B, }
 C D, } *Directors of the Board of Education.*

Which schedule or schedules, certified as aforesaid, by at least two directors of the board of education, shall be filed by said directors with the township treasurer; and until such schedule and report, as aforesaid, shall have been filed as aforesaid, it shall not be lawful for said treasurer to pay said teacher, or for the board of education, or any two members thereof, to draw an order in favor of said teacher, as provided in section seventy hereof.

§ 51. School directors shall certify no schedule that reaches back to a time more than six months from the time fixed by law for the regular return and presentation of schedules to the school directors. Schedules made and certified as aforesaid shall; at least two days before the first Saturday of April and October, be delivered by the directors to the township treasurer.

TOWNSHIP TREASURER—HIS DUTIES.

§ 52. The township treasurer appointed by the board of trustees, as provided in section thirty-four of this act, shall, before entering upon his duties, execute a bond, with two or more freeholders, who shall not be members of the board of education, as securities, payable to the board of the township for which he is appointed treasurer, with a sufficient penalty to cover all liabilities which may be incurred, conditioned faithfully to perform all the duties of township treasurer, in township—, range—, ir—county, according to law. The security shall be approved by at least a majority of the board of education, and shall be delivered by one of the directors to the school commissioner of the proper county. And in all cases where such treasurer aforesaid is to have the custody of all bonds, notes, mortgages, moneys and effects denominated principal, and belonging to the township for which he is appointed treasurer, the penalty of said treasurer's bond shall be twice the amount of said bonds, notes, mortgages, moneys and effects. And every township treasurer appointed subsequent to the first, as herein provided, shall execute bond, with security, as is required of the first treasurer.

§ 53. The bond required in the foregoing section shall be in the following form, viz :

State of Illinois, }
 —county, } ss.

Know all men by these presents, that we, A B, C D and E F, are held and firmly bound, jointly and severally, unto the board of—, in said county, in the penal sum of —

dollars, for the payment of which we bind ourselves, our heirs, executors and administrators firmly by these presents. In witness whereof, we have hereunto set our hands and seals this— day of—, A. D. 18—.

The condition of the above obligation is such, that if the above bounden A B, township treasurer of township—, range—, in the county aforesaid, shall faithfully discharge all the duties of said office according to the laws which now are or may hereafter be in force, and shall deliver to his successor in office all moneys, books, papers, securities and property in his hands as such township treasurer, then this obligation to be void, otherwise to remain in full force and virtue.

A——B——, [SEAL.]
C——D——, [SEAL.]
E——F——, [SEAL.]

Approved and accepted by G H, }
I J, } *Directors of the Board*
K L, } *of Education.*

§ 54. Every township treasurer shall provide himself with two well bound books, the one to be called a cash book, and the other a loan book. He shall charge himself in the cash book with all moneys received, stating the charge, when, from whom and on what account received; and credit himself with all moneys paid or loaned, the amount loaned, the date of the loan, the rate of interest, the time when payable, the name of the securities, or if real estate be taken, a description of the same. He shall also enter in separate accounts moneys received and moneys paid out, charging the first to debit account, and crediting the latter as follows, to wit: 1st. The principal of the township fund, when paid in, and when paid out. 2d. The interest of the township fund, when received, and when paid out. 3d. The common school fund and other funds, when received from the school commissioner, and when paid out. 4th. The taxes received from the county collector, distinguishing between that for general school purposes and that levied for the purpose of prolonging schools, as provided in section seventy-five of this act. 5th. Donations received. 6th. Moneys coming from all other sources; and in all cases entering the date when received and when paid out; and he shall also arrange and keep his books and accounts in such other manner as may be directed by the state or county superintendent, or the board of trustees. He shall also provide a book, to be called a journal, in which he shall re-

cord fully and at length the acts and proceedings of the board, their orders, by-laws and resolutions ; which book shall be at all times subject to the inspection of said board, or other persons authorised by this act, or of any committee appointed by the inhabitants of the township to examine the same. And he shall also provide a book to be called a record, in which he shall enter a brief description of all notes or bonds belonging to the township, and upon the opposite page he shall note down when paid, or any remarks to show where or in what condition it is, as in the following form, viz :

Makers' names.	Date of note.	When due.	Amount	Remarks.
A B. C D, E F.	January 1, 1859.	January 1, 1845.	\$90 00	January 6, '48, handed to I J, esq., for collection, (or January 6, '47, paid.)

§ 55. The township treasurer shall loan, upon the following conditions, all moneys which shall come to their hands by virtue of their office, except such as may be subject to distribution according to section——hereof. The rate of interest shall be ten per centum per annum, payable half yearly in advance. The time for which loans shall be made shall not be less than six months, nor more than five years. For all sums not exceeding one hundred dollars, loaned for not more than one year, two responsible securities shall be given ; for all sums over one hundred dollars, and for all loans for more than one year, security shall be given by mortgage on real estate, unencumbered, in value double the amount loaned, with a condition that in case additional security shall at any time be required, the same shall be given to the satisfaction of the board of trustees for the time being. Notes, bonds, mortgages and other securities taken for money or other property, due or to become due to the board of trustees for the township, shall be payable to the said board by their corporate name ; and in such name suits, actions and complaints, and every description of legal proceedings, may be had for the recovery of money, the breach of contracts, and for every legal liability which may at any time arise or exist, or upon which a right of action shall accrue to the use of this corporation ; *Provided, however*, that notes, bonds, mortgages and other securities in which the name of the school commissioner, or of the trustees of schools, are inserted, shall be valid to all intents and purposes ; and suit shall be brought in the name of the board of trustees as aforesaid. The wife of the mortgagor (if he has one) shall join in the mortgage given to secure the

payment of money loaned by virtue of the provisions of this act.

§ 56. Mortgages to secure the payment of money loaned under the provisions of this act, may be in the following form, viz :

I, A B, of the county of ———, and state of ———, do hereby grant, convey and transfer to the board of trustees of township ———, range ———, in the county of ———, and state of Illinois, for the use of the inhabitants of said township, the following described real estate, to wit ; (Here insert the premises.) Which real estate I declare to be in mortgage for the payment of \$—— loaned to me, and for the payment of all interest that may accrue thereon, to be computed at the rate of ——— per cent. per annum until paid. And I hereby covenant to pay the said sum of money in ——— years from the date hereof, and to pay interest on the same at the rate aforesaid, half yearly in advance. I further covenant that I have a good and valid title to said estate, and that the same is free from all incumbrance ; and that I will pay all taxes and assessments which may be levied on said estate ; and that I will give any additional security that may at any time be required by said board of education ; and if said estate be sold to pay said debt, or any part thereof, or for any failure or refusal to comply with or perform the conditions or covenants herein contained, I will deliver immediate possession of the premises. And in consideration of the premises, C, wife of said A B, doth hereby release to the said board all her right and title of dower in the aforegranted premises, for the purposes aforesaid.

In testimony whereof we have hereunto set our hands and seals this ——— day of ———, 18—.

A—— B——. [SEAL.]
C—— D——. [SEAL.]

Which mortgage shall be acknowledged and recorded as is required by law for other conveyances of real estate, the mortgagor paying the expenses of acknowledgment and recording, and fifty cents as a fee to the township treasurer.

§ 57. Upon the breach of any condition or stipulation contained in said mortgage, an action may be maintained and damages recovered as upon other covenants ; but mortgages made in any other form to secure payment as aforesaid shall be valid as if no form had been prescribed. In estimating the value of real estate mortgaged to secure the payment of money loaned under the provisions of this law, the value of improvements liable to be destroyed shall not be included.

OUR PROFESSION AND JOURNAL.

BY THE EDITOR.

The Teacher's calling is the most responsible, useful and *honorable* of any of the learned professions; and if we, as individuals, are not honored, it is not chargeable to our calling. "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings." But how can the teacher set himself *rectus in populo*? How can he compel the reluctant respect so amply due his laborious profession? By cultivating the spirit and bearing of a christian and a gentleman; by being always and everywhere a student—earnest—scrupulously honorable—courageous—active—dependent. Without allowing that the community has a right to demand all these graces from a profession so meanly remunerated, and although utterly despising the endless enunciation of excellences and cant about what a teacher should be, as if it were due and duty to be something more or less than human; nevertheless, teachers *may* make more of themselves and get more from community by a higher cultivation and a wider professional knowledge. To be honored we must deserve to be. The profession must cease to furnish subjects for wit and sarcasm—must compel Dickens to go elsewhere for his caricatures, and must demand for itself all that learning and labor are worth.

Since these things are so, our duty and interest are plain. We must toil for truth—allow no man to lead us—*suffer none to think for us*, and thus keep on the top of the upward movement of the age. *Many* things besides what we teach should be known. A knowledge of the English Classics is obligatory. Such men as Shakspeare and Addison must be *studied*; but the transient, trashy, "yellow covered literature," thank God! we need n't bore ourselves with that. What we want is a mastery of the English tongue—not simply the power of analysis, but the power of synthesis—not competency to judge and construe the language of others more than to tongue and pen language of our own which will bear a like scrutiny. We need something which shall spur our lagging energies and at the same time direct and concentrate them, something which, while it stimulates self-culture will repay the effort—"will grow by what it feeds on." Have we such a something among us? Fellow Teacher, the creature is now in your hands—young, indeed, but slightly precocious. It sprang into being in complete armor with the words

of *Jupiter Mathematicus* in his teeth. It is not exactly a twin nor one of twain, and yet it has a likeness. Our Profession can boast of at least one other journal edited by a corps of teachers. The contents of these journals have the smell of the school-room, and issue from the head and heart of the Hero-fresh from the dust of the arena.

No lily-fingered dreamer builds air-castles or reels off fine spun theories simply to amuse, reminding one of Tom Moore's Utopia. The *teachers* have determined to edit their own journal, and to fill it with their own thoughts and experience. It may be that their style in some cases shall lack the classic beauty of an Everett or an Irving; nevertheless, it will be *theirs*, and will help to solve the problem of their individual culture. The writing of one well digested article will cause a wider range of reading and a nicer scholarship. No teacher will choose to risk his reputation on a carelessly prepared article. In a word then we claim that this journal is the teacher's teacher. If this be so, every teacher in the State should set himself at work forthwith to prepare an article for its pages, and *to aid in its circulation*.

It is a fixed blot on the profession that at many of its public meetings men of other callings, who have never been teachers, and are not qualified to be, take the lead in debate, modestly condescend to preside, have no special objection to receiving the eclat, if there happens to be any, and are even willing to relieve the profession "then and there" of the use of their brains altogether. Now we commend their interest and heartily welcome their co-operation in the good work, but opine that care should be taken lest they steal away our own improvement, lest they lead and lead wrong, where it is our province to lead and lead right, where we proclaim our subordination by allowing them the precedence.

Who would not marvel to see a pedagogue presiding over and addressing a sanhedrim of clergymen, or, robed in ermine, expounding Blackstone to a conclave of lawyers, or, with scalpel in hand, lecturing the sons of *Æsculapius*! These professions would not suffer it. They have learned to respect themselves, and consequently are respected. Their example as well as the example of our brethren in the older states, who have elevated their calling to the rank of a profession, tells us to go and do likewise.

For the Illinois Teacher.

OUR OLD HIGH SCHOOL.

BY ARTHUR A. CLOYES.

Our old High School!—what glad thoughts spring,
 When Memory on her tireless wing
 Brings back the days of youth;
 Brings back the hours in study spent,—
 Brings back the hours of merriment,—
 And the blest time of Truth.

The forest where we used to roam,
 When the bright flowers of Spring had come,
 And twilight set us free,
 No more we heard the school-bell's chime,
 But OTHER BELLES with tones divine,
 Rang out right merrily.

Where are those merry, blue-eyed girls,
 With sunny brow, and waving curls,
 Oh! would you know their fate?
 Some of that happy, youthful band,
 Now roam that undiscovered land,
 Yclept the marriage state.

Our teachers, too, are far away,
 Toward the realm of dying day,
 Their footsteps wander now,
 Heaven bless them, wheresoe'er they roam,
 O'er prairie wide or ocean's foam,
 • By stream or mountain's brow.

I gaze into the gleaming past,
 And school-day memories gather fast,
 Like hosts with banners gay,
 The study-hours—the games between—
 And last, that dread and closing scene,
 Examination Day.

The Exhibitions, and the stage,
 Where trod the warrior, poet, sage,
 Almost "as large as life,"
 The red-man from the forest brown,—
 The king with sceptre and with crown,—
 Old Shylock with his knife.

When Winter from the northern caves,
 Had bound with icy chain the waves,
 And clad in white the hill,
 It was the time for sleigh-rides then
 And swift we sped through grove and glen,
 By stream and crystal rill.

Those hours are now forever fled---
 O, happy hours how quick ye sped,
 How silent was your flight,
 But still those hours we'll not forget,
 Though youthful hopes may wane, and set
 In everlasting night.

ASHLAND, MASS., April, 1855.

"It is a pleasant fancy of Swedenborg, that angels in heaven are employed in teaching the youthful spirits that enter prematurely the sphere of immortality. It is no childish fancy that would assign the teacher's work to the choicest spirits of earth, and exalt this work to the rank of the most angelic of human employments. A proper idea of the dignity of his work is needful to the teacher as a motive to fidelity, in his perplexing, and often ill-requited labor; and especially to reconcile him to an employment, which by some strange mistake has come to be generally rated immeasurably below its proper rank. It is not easy to account for the fact, that the calling of the teacher is generally ranked, not only below the other professions, but even below some of the more common industrial pursuits. The origin of this preposterous notion may be found far back in some barbarous feudal age, when all peaceful occupations were held in contempt; when the office of *chaplain* and *king's fool* were interchangeable, and when some "Dominie Sampson" or "Ichabod Crane" was the impersonation of pedagogical dignity. But such a preposterous idea does not belong to an age of refinement. Public sentiment has considerably improved, of late years, and the employment of teachers has received a much more generous consideration. But there is still room for improvement."

BUILD GOOD SCHOOL HOUSES.—Good school houses are indispensable to an efficient and well regulated system of instruction. They should not only be commodious, comfortable and convenient, but they should also be neat, elegant and tasty. If public buildings of any sort should be adorned and beautified by the hand of the architect, why not the school house? If it be thought proper to construct imposing and tasteful edifices for courts of justice and for the confinement of persons convicted of crime, it would certainly seem reasonable that equal expense and pains be bestowed on the buildings where innocent children assemble daily for instruction. * * * A noble and elegant school house is in itself a *perpetual teacher*. It exerts a silent, though a positive influence upon the habits of youth who daily resort to it. Human beings soon conform to their external condition. They are affected by natural as well as moral causes, and rapidly assimilate to what there is constantly about them. This is especially so with children whose plastic minds and characters are highly susceptible of impressions.—*Report of Supt. of Cleveland Schools*, 1855.

We make the following extracts from an Address of Hon. ONSLOW PETERS, delivered at the Dedication of Peoria Academy.

A GOOD SCHOOL.

“What do we mean by a *good school*? I know of no way in which I can more appropriately claim your attention on this occasion than to point out some of the requisites of a good school, and the means of obtaining and maintaining it. In the first place, it must be *well governed*; I do not mean harshly or tyrannically governed, for tyranny in the government of a school is as bad, nay perhaps worse than tyranny in the government of a people. Both are odious and hateful; but it must be *well* and *completely* governed. Order is said to be the first law of Heaven; it should no less be the first law of the school-room. All should be calm and quiet and noiseless, so that the mind of the pupil be not diverted from his studies. Not a loud word should be uttered except in the recitation or exercise; not a whisper should be permitted; not an unnecessary noise allowed. This may be thought to be a too rigid discipline for such young persons as compose a school. If long continued, perhaps it would be so; but the exercise which boys get morning and evening, and during their recesses, will generally be quite sufficient to preserve health and physical vigor.

Children will soon learn, under proper government, to be as quiet in the school-room as in the church.”

PUNCTUALITY.

“This is a most important matter for the prosperity and well-being of a school. Successful teachers devote their time to *classes* and not much to *individuals*. It is best that it should be so. An emulation, a generous and commendable rivalry will be excited when youths act thus in classes, that will not be felt when each one stands alone and no opportunity is afforded for competition. Collision sharpens and brightens the intellect, and arouses dormant energies to action. A blow, the sharp contact of the cold steel with the flint elicits the living spark. But to insure success the members of each class must nearly approximate each other in scholarship. If some lag behind, by missing lessons, and others advance rapidly, the benefits of classifying will be measurably lost, or the class must be divided, or the

teacher must devote more time than he has at his command to individual scholars. To have a school prosper no pupil should ever lose a lesson. If he does, the consequence is, that he must either perform a double task afterwards, or he must skip over the lesson and lose it entirely, or he must leave the class. I will illustrate by a single example. To-day the class is in Arithmetic, subtraction if you please; one boy is absent for a day or two; his class goes on; the absent pupil resumes his place, but finds his class has advanced to Division. Now he cannot understand this rule, nor work out an example in it because he does not understand subtraction. What, then, is to be done? He must go back and learn subtraction, demanding more than his share of the attention of the teacher, or he must leave the class, or stumble and blunder along only partially understanding every subsequent part of arithmetic. Nor is this the worst of it. A scholar by this irregular attendance and consequent loss of lessons, and imperfect comprehension of what he does recite, loses his taste for study. It becomes dull, dry, hard and odious to him. He grows discouraged, distrusts his own capacity to learn, feels abashed, put down, and very likely leaves the school in disgust, and ends his career a dull blockhead."

TARDINESS.

"This is a great annoyance and impediment to a school. Measurably the same effects are produced as from absence, with the additional inconvenience of interruptions. Let twenty out of eighty or ninety boys be dropping into the school-room from nine to ten o'clock in the morning, and that hour will be nearly lost to the whole school. Not only the tardy ones suffer, but all suffer. Nor is this all. Slothful and irregular habits are acquired by being behind the time. Habits formed in early youth often, nay generally characterize the man through life. They go with him where he goes, and stick by him while he lives."

MENTAL DISCIPLINE.

"The great and leading object of education, as the etymology of the word indicates, (educare, to draw out,) is to draw out and expand the mind; to give it the power of abstraction; to teach it to think and reason for itself, independently. We keep our children long drilling in mathematics, not only in common

arithmetic, but in geometry, trigonometry and algebra. Now how rare is it, in after life, that a pupil finds occasion to solve an equation in algebra, or to demonstrate a proposition in geometry. Solutions of these problems and propositions involve the most careful reasoning; and it is the only method or instance of reasoning which is properly called demonstration. If one link of the chain be broken or lost, it is no longer reasoning, or demonstration. It is nonsense. From the simplest proposition in Euclid to the most abstruse in conic sections not an instance can be found where the reasoning process is not perfect, or where one step in the process can be disregarded. It is by training the mind in these exact sciences that it acquires strength, accuracy, and a proper appreciation of cause and effect—of premise and conclusion; in other words the mind is thus taught to think and reason; and having acquired this *power* in one department, or over one class of subjects, it will the more readily transfer it to all others.

These remarks apply with more or less force to other branches. If the pupil goes upon the gallop over his books, he may possibly catch an idea now and then that may be afterwards serviceable, but he will never have a disciplined, thinking, independent mind."

TENDENCIES.

"The tendency of the present age has been too much inclined to make everything *practical*; that is to have the student learn only those things which he can directly apply to the business concerns of life; and another tendency is, by various arts and contrivances, by "*improved methods*," to relieve the pupil from severe and long continued study. Thus we have "Easy methods," "Grammar made easy," "Geography made easy," "Easy method of learning Latin," et cetera. We have had so many of these short and easy methods—so much of this "cross lot" mode of instruction that if there was anything in it we ought now to be able to usher our boys and girls into the full stature of mental manhood and womanhood, even while held in maternal and nursery leading strings. Still now as in the days of Shakspeare we have the "infant muling and puking in its nurse's arms," and "with satchel in hand creeping unwillingly to school," there to toil slowly and with unsteady and faltering step up the hill of science. This must always be so. Strong and vigorous minds are made only by labor. I do not say that new facilities have:

not been furnished, that the mode of teaching has not been improved in the last half century ; but I say that he who expects to make good scholars without hard labor, long study, severe training and discipline, will find himself disappointed. I would adopt all that is really valuable, and not discard it *because* it is new ; while I would be equally cautious not to discard anything merely because it is old. In *this* school we expect good scholars will be made, but have no "short and easy method" of doing it. This is to be no paradise for lazy boys. The pupils here must work."

THE SNOW FLAKE.

"The acquisition of knowledge, of mental strength, *cannot* be made rapidly. The process must be slow—repeated efforts made. We cannot say that this lesson or that, that this process or that, has made the scholar or the man. Like the falling of the feathery particles of snow, coming gently down, or whirling and driving from the clouds, each of the myriads on myriads is so light and soft, that it would hardly disturb the soft cheek of the infant, yet accumulated, bedded together, they form, for a time, walls and barriers as immovable as adamant, and too ponderous for human control. So with training and educating the human mind. Each lesson is as nothing ; each effort is as nothing ; each upward struggle is as nothing ; yet each does something ; each is the fleecy snow flake, till finally, the scholar stands forth *a man*, a thinking, reasoning man, the image of his Maker. This slow process, this accumulation of atoms makes the scholar."

TEACHERS.

"Again, the Teacher must not only be learned enough to teach, but he must be *apt* to teach and *apt to govern*. His government must be firm, manly and just, and yet mild and parental. Corporeal punishment should seldom be resorted to, and never till other means have failed. The teacher's personal character and conduct has much to do with the good order of his little republic. He should above all establish a character for *exact truthfulness*. I would not permit a child of mine to remain in a school where I doubted the teacher's conscientious regard for veracity. A teacher should be moral, circumspect, gentlemanly, and teach his pupils good manners ; not by pre-

cept only, but by example. Let scholars acquire a pure language, graceful attitudes, and easy manners from the every day training of the school-room and the imitation of their model, the teacher. I think it was the author Fielding who complained of feeling an awkwardness all his life, because he had not, in early life, been finished by the dancing master.

Some attention should also be paid to the personal habits of the scholars, such as neatness and cleanliness. When I see a boy in school with dirty hands and a dirty face, and dirty apparel and splashing his spittle upon the floor, I have no hopes of such a boy. He will generally be found a dull scholar with no ambition to excel, and when grown to manhood, if he comes to your house, he will smoke in your parlor, and spit upon your carpet. This may seem to be a trifling matter, and yet these little trifling matters make the man and the gentleman, and the want of them makes the boor.

The teacher must not break his own rules and especially must not break his rules of punctuality. He must not require his pupils to be at the school-room at nine o'clock, and he not get there till half past nine." [The Judge is remarkable for his own punctuality. He is always in court by the time of adjournment, and jurors, witnesses and parties have learned that they must be punctual also.]

PARENTS.

"But to have a good school the parents of the children must take an interest in it, watch over it and care for it. Each parent, with but little trouble to himself, can do much to encourage a school. Indeed, it may be said with truth, that without this interest felt by parents, we can hardly have a good school—nay this interest must be something more than *felt*; it must be manifested; faith and *works* must unite; a mere dead, inactive, inoperative interest will not do; it must be active, manifesting itself in positive deeds, to be efficient. This may and should be done in various ways; and first, parents should treat the teachers with respect and personal attention. A person well qualified to teach a good school must necessarily have mind and education enough to make him or her an interesting companion in any society; I mean in any society where there is sense and intelligence enough to prefer mind, intellectuality to matter and tinsel show. I would be unwilling to put my children under the tuition of a teacher whom I would not be willing to receive as a com-

panion and friend into my family. Treat your teachers with scorn and neglect, or disregard them and treat them with cold indifference, and your children will do likewise. Children look up to their parents for guidance, and are an hundred fold more guided by example than precept. Make your teachers your companions, your confidants, your friends; let them be openly marked as such, and you at once lay a deep and broad foundation for a real friendship and confidence between them and their pupils."

"Again, do not be captious and fault-finding towards your teachers; or if you think you have reason to complain, let not your children hear you utter one lisp of that complaint. Hear any complaints they may make, candidly and patiently; and if they are wrong, and this appears from their own story, in such manner as shall seem best to you point out their errors and show them wherein they themselves are wrong. If the children *appear* to be right and the teacher wrong, go to him privately, not in the face of his school, and ask the proper explanation. If he is such a person as he ought to be he will make the proper amends, or he will explain, and justify himself. There let the matter end. Let the child remain in school, satisfied in your own mind that the same cause will not again occur. But by no means, under no circumstances come in collision with the teacher in his school-room, before his scholars. On no account seek to humiliate or degrade him. "To err is human." Teachers may be wrong as well as parents; like others they will gladly and promptly correct their errors when pointed out in a proper place, time and way."

VISITATION.

"Visit your schools. Children are naturally ambitious, and fond of approbation, especially the approbation of their parents. If you take a deep interest in their progress; if you manifest that interest by occasionally going to the school-room and spending an hour there, your child will begin to see that the school is a matter of some consequence, and that being a good scholar is of much importance. He will be ashamed to fail in the parental presence, and will rouse himself to greater efforts and more careful study. These visits to be the most useful should be without the foreknowledge of the teachers. Drop in upon them when they least suspect you. Catch them in their every-day dress, when they have no chance to put on the go-to-meeting clothes; and see them in their usual condition:

you can then know whether your school is what it ought to be—what you have a right to expect it to be.”

EXAMINATIONS.

“Again, there should be public examinations. I am aware that many object to this ; and it is said that scholars are tricked out for the occasion with special lessons, and thus made instruments to practice a deception upon visitors. I have no doubt but this is sometimes true ; yet it is the exception, not the rule. The fact that such small tricks are usually detected and exposed will deter most teachers from making the experiment. Besides, good teachers will never attempt it ; if for no other reason, simply because they will have no occasion to do so. But public examinations have great advantages attending them. They awaken a more general interest in the community at large on the subject of schools and education. They furnish an occasion for many good things to be said in presence of parent and pupil. They stimulate the scholar to greater exertions and more accurate scholarship. Furthermore these public examinations have generally been made the occasion to review the studies pursued by the pupils during the term. Nothing can be more useful than this. Reviewing studies carefully is the best way to make them thoroughly understood. It is true this can be done without any such public examination ; but it will be more likely to be done, and better done, with it.”

“There are two sorts of eloquence ; the one indeed scarce deserves the name of it, which consists chiefly in labored and polished periods, an over-curious and artificial arrangement of figures, tinselled over with a gaudy embellishment of words, which glitter, but convey little or no light to the understanding. This kind of writing is, for the most part, much affected and admired by people of weak judgment and vicious taste, but is a piece of affectation and formality which the sacred writers are utter strangers to. It is a vain and boyish eloquence, and has always been esteemed below the great geniuses of all ages. The other sort of eloquence is quite the reverse of this, and may be said to be the true characteristic of the Holy Scriptures ; where the excellence does not arise from labored and far-fetched elocation, but from a surprising mixture of simplicity and majesty.”—*Sterne*.

Written for the Illinois Teacher.

CENTRAL GEORGIA, March 10, 1855.

MR. EDITOR:—Thinking that it may be interesting to your readers, whose interest in the general cause of education springs from a just appreciation of its benefits not only *socially*, but *nationally*, to know how the common cause is progressing in Georgia, I venture a few remarks on the subject.

Education is not so generally diffused South as North. The introduction of a common school system adapted to the general diffusion of knowledge, is not so feasible here as in New England, or in the thickly settled portions of the Northwest. Popular education has engrossed but a trifle of the attention of the Legislators of this State; a passive, or rather permissive instead of an active instrumentality has been employed. The laws of the state have shown a very tolerant spirit by permitting their introduction wherever there has been a demand for schools, and by throwing around them their protective influence, but never have given them the encouragement that a matter of so much importance to a republican government demands. The introduction of the school system generally prevalent at the North would meet with a serious obstacle here in the scattered condition of the inhabitants. Georgia is agricultural, and as a general thing is divided into large plantations, thus bringing within the circle of schools too small a number of young ideas to warrant them a competent support.

New England with her average population of 65 to the square mile is admirably adapted to the perfection of a common school system. This great result she has generally obtained. Common school houses, those fountains of intellectual life, are found on every hill side, and have rendered New England the most intelligent portion of the world. A thickly settled country is indispensable to the support of common schools; otherwise too few children are within reach of a common centre, or the expense of maintenance is too burdensome to the pockets of the people. Your state, though less adapted to a common system than New England, yet with her population of 15 to the square mile, is doubly favored, compared with Georgia, with about one half of that number of white inhabitants, a number too small to render an efficient common school system available. The intellect of Georgia has been and is now, to a great extent, under the tutelage of what is called "the old field school," an establishment, better perhaps than none, yet as far behind the wants of the people and age as the feudalism of the middle ages is to the civil

policy of the 19th century. These "old field schools" have been and are rude and illiterate; in them the student is carried from "the sublime to the ridiculous," in the various branches from the Primer to Daboll's Arithmetic in a manner astonishing even to the natives! As a stream cannot rise higher than its fountain, so this "old foggy" dynasty does not confer a mental superiority higher than the *indocta ingenia* of those who preside over their destinies. No state is doing more for female education than Georgia. Female Colleges and Collegiate Institutes are to be found in almost every considerable town in the state, and are generally well supported. The principal objection to the female institutions is that they aim too much to the "accomplishments" and too little to the useful, or as they are often termed, "solid sciences." When a healthy standard of education shall gain the ascendancy in these colleges, they will be in all respects worthy of their high vocation, that of educating the mother of the coming generation, and fitting her to preside in that sphere where

"Woman commands with a milder control,
And rules by enchantment the realms of the soul."

The fault alluded to is chiefly chargeable to the parents, who seek to make their fair proteges "shine" rather than edify in the social circle; and to effect this, polish the manners instead of refining the mind. But few of the young ladies who enter the Colleges of this state take a complete course. Many have, of course, the best reasons in the world for bidding adieu to the Academician groves, but a large proportion are abducted from the halls of learning by Cupid and Hymen, skilful kidnappers in the sunny climes of the South. Georgia has several male colleges of high standing; but male education, in general, is sadly neglected. The blooming cotton field offers so tempting a scope to the planter's ambition that his sons are too often detained from school, where they should be demonstrating the figures in Euclid, to describe with the plow the parallels of the coming harvest. Demand always regulates supply, and if the sons of Georgia possessed the advantages lavished on her daughters, instead of the comparatively few worthy academies found in the state, a large number would spring up, the cotton field would victimize less of noble intellect, and the eminent clerical Bishop of the state, who expressed an anxiety to know where the large number of young ladies in the colleges of Georgia were to obtain suitable husbands, would be relieved from his perplexing anxiety.

Georgia has availed herself very extensively of the aid of "yankce" teachers, and consequently enjoys many of the im-

provements that obtain in the schools of the North. The profession of teaching does not harmonize, as a general thing, with tastes of the Southern literati; hence the demand for "yankee" (the soubriquet given to Northerners generally) instructors. The people of Georgia are inclined to maintain the dignity of labor in their schools by requiring the teacher to spend from 8 to 10 hours per diem in the labors of his calling. But teaching here is not a scene of unmitigated toil. Saturday is all the teacher's own. Mixed schools of a higher grade are not at all encouraged here; the sexes after receiving their *initium* to the arcana of letters, which, for the most part, takes place at the country schools, pursue the higher walks of knowledge under separate auspices. The difficulty of access to good schools has induced some to employ teachers in their families, but the expense is too great for any save the wealthier class. Finally as to the "material aid," as the great Hungarian would say, that attends teaching in this genial clime. I will simply say that it is generally more liberal than otherwise; money, to use a species of contradiction, is not worth as much here as in the Northern States.

You see, Mr. Editor, from this brief and imperfect expose, that we are not wholly destitute of cheerful omens. The efforts now being put forth, though in a measure partial and misdirected, are an earnest of a brighter future, when these turbid pools, this "old foggy" dynasty, as I have denominated it, which should have emigrated west of the Mississippi with the Creeks and Cherokees, shall be supplanted by genuine Pierian fountains, and Georgia become in Arts and Literature, as she is in wealth and enterprise, "the Empire State of the South."

Yours fraternally,

R.

[Hope to hear from "the Southron" again. Ed.]

WORDS IN THE ENGLISH LANGUAGE.—The English language is composed of 6621 Latin words; 4361 French; 2060 Saxon; 1288 Greek; 660 Dutch; 229 Italian; 117 German; 111 Welch; 83 Spanish; 81 Danish, and 28 Arabic; or, together, 15,639, besides the words derived from these.

COPIOUS KNOWLEDGE NECESSARY TO GOOD INSTRUCTION.

[We copy the following excellent remarks from an address recently delivered before the associate Alumni of the Merrimack Normal Institute, by Prof. John S. Woodman, of Dartmouth College. Prof. Woodman has held the office of Secretary of the Board of Education for New Hampshire, and is at present, we believe, President of that body. He is a sound educator and a ripe scholar.]—*Massachusetts Teacher*.

Copious knowledge is necessary to good instruction. A long-experienced and distinguished teacher declares that copious knowledge lies at the foundation of all good instruction.

It is sometimes said that tact and skill in teaching will go a great way and make up for a deficiency of knowledge. There is no doubt these qualities will do a great deal with a little material. But if so, how much more usefulness and efficacy will they add to abundant knowledge. It is very rare to find a man of such peculiar temper of mind that he will not prove an acceptable and profitable teacher of that subject in which he is thoroughly versed and liberally informed. It is of consequence that the teacher should be above the standard to which he is expected to elevate his class. The business of instruction is no heedless pastime. In all subjects the scholar must be watched with a quick perception, and checked with a prompt and ready hand, from his constant tendency to deviate to the right hand and the left, and kept in the middle highway of his pursuit. Who can do this easily but the teacher of copious knowledge? And who knows best where the middle highway lies? he who has only travelled through it, or he who, besides that experience, has also surveyed all the surrounding country, and contemplated the journey from all the overlooking hills? With such a guide every step is progress in the right direction. For instance, in teaching the subject of Arithmetic, some may suppose it will answer very well to know the rules and be able to work the examples. But in such a case it generally happens that both teacher and scholar move carelessly and without much interest over the simple rules and fractions and all the more useful parts of the book, and come down with great zeal upon the Progressions, Positions, and Almanac questions in the last part, and finally close the book with a kind of triumph at having discovered its mysteries and got possession of its jewels. The ambition excited leads

them to other books till Welch, and Walsh, and Adams, and Greenleaf, and the whole catalogue of Arithmetics are despoiled of this kind of treasure. Such instruction is liable to two very serious objections. The simple and most useful rules are never well learned, and although the student may solve the difficult problems with considerable skill, yet he cannot even write figures so that others may read them with tolerable convenience, or cast the interest on a note with sufficient promptness to encourage his friends to request such a favor a second time. What he ought to know from the book is not well enough understood to be of much practical utility. The next objection is, that the student becomes impressed with the idea that the point of the subject lies in the difficult problems and more complicated rules, that are often feebly demonstrated, and injudiciously placed in the Arithmetic when they belong more properly to some other subject. He looks upon the subject as a kind of collection of Hobb's locks to be picked for the exercise of his skill. And this is not all the disadvantage. The student often carries the same idea into other matters and looks for the point and substance of everything else in some cunning riddle or mysterious puzzle. False views of many things will stand in the way of his success and usefulness. In the ordinary business of life men will not seem to succeed so much from upright conduct and industrious habits as from lucky thoughts and out-of-the-way expedients. But the well-taught pupil is made to place more importance upon the elements of the subject, and to spend the time which others devote to the difficult problems upon higher subjects where the difficulties properly belong and are easily overcome. He learns and feels that the subjects of study are not made up of riddles and mysteries, and that patient attention makes everything alike clear and comprehensible, whether it be Colburn's First Lessons or the Transcendental Analysis, and whether it be a school-task or an enterprise in active life.

A teacher also wants copious knowledge so as to furnish abundant illustration. Different minds are differently affected by the same view of a subject, and that teacher has a great advantage who can furnish the illustrations which suit the occasion. Some subjects need to be expanded and enlivened so that the barren meagreness with which they first strike the learner shall be covered with some degree of life and interest. Others appear complicated and confused, and are to be condensed and thrown into a single sentence or a single word. How can the teacher of narrow knowledge do this well? Suppose a class are reciting in

Geography: The lesson in the book may be interesting, but how much more so if the teacher's extensive knowledge of the history of the region and of travellers' accounts of the appearance and manners and customs enable him to add some pleasing information of his own. How much such assistance would add to the ordinary lessons on the Geography of Holland, Italy, or Switzerland.

There is another reason why the teacher ought to be liberally informed. It is that the knowledge is eloquent. Whatever a man is full of will be impressed upon others in many ways. It will seem to clothe him like a garment. How much the trades, professions and pursuits of men contribute to give them character. The farmer, the clergyman, and the trader, cannot meet you without recalling to your mind much that belongs to their various pursuits. They may not speak of them, but the engrossing subject of the mind will speak through the dress, the countenance, the gait, the language, and almost every motion. So is the copious knowledge of the good teacher. It is eloquent, though he may not be upon that subject. Every anecdote and illustration has some turn or allusion that calls it to mind. This is true in regard to the branches commonly taught in the school, but it is especially important in regard to manners and propriety and in regard to moral and religious instruction. Copious knowledge on these important subjects cannot well be supposed to exist without a practical illustration of them in the life and conduct of the teacher. And it will be found that the most valuable instruction in these things, which do more than all besides in forming a truly excellent character, is given more by the example, intercourse, and silent eloquence of worthy and respected men, than by all the books and lessons recited ever so much. The influence of correct and copious knowledge cannot be concealed. It will exert its power though its possessor may be unconscious of it.

Again, copious knowledge is useful to show the perfection of a subject and make it attractive. Almost every subject when seen in its highest perfection becomes so beautiful and fascinating that it immediately enkindles a desire to comprehend and partake of its excellences. Even the severe subject of Geometry, when seen in all its simplicity and completeness, when the absence of everything but what is strictly essential, and the absolute certainty of the demonstration are observed, becomes interesting and admirable in itself, as in many respects the most perfect human science and the standard model which all others may em-

ulate, but can never equal. So it is with Music. It has a degree of interest in itself. But when a Paganinni or a Jenny Lind shows its highest perfection, everybody is in raptures and feels an impulse towards the art. The boys will bring into use again their old abandoned instruments, and all the children about the streets will try to sing and repeat the rapturous strains, and never give up their efforts till the remembrance of the divine perfection has faded from their memory and ceased to excite them. So it is with Painting and Sculpture. Artists visit Florence and Rome that they may look upon the master-works of Titian, Raphael and Michael Angelo, and there they see such expression and such execution as they had no conception of before. It is like a discovery. They feel themselves raised at the sight to a higher world, and at once agitated by new impressions and driven by new impulses. So is the perfection of all subjects. I might make the attempt to teach good reading and good speaking with a very limited knowledge of the subject of elocution. I might go through most of the instruction and gain moderate success. But when the subject appears in its perfection in the hands of a proficient in the science, when all that is mirthful, gay, grand or terrible in human expression is made to pass in review at the hands of a master, you, Ladies and Gentlemen, will bear me witness that the subject itself becomes irresistible, and there is nothing, for the time being, that we feel such a strong desire to gain for ourselves. One such view as this of almost any subject is a guaranty of very considerable success.

For these reasons it is that good instruction requires copious knowledge, that the teacher may have a quick perception of the precise course the scholar ought to pursue, that he may abound in various illustration, that the subject may be eloquent in his hands, and that he may show somewhat of that perfection of it which is always enchanting to the view. But the teacher will ask, how is it possible at first to gain this copious knowledge on all the subjects taught? It will be impossible, and the teacher may well say that he feels embarrassed on those he is most familiar with. It is here that lies the teacher's task. Here is his duty and labor, to improve himself by constant study, and never think the work done while there is anything before him to be learned. This disposition more than anything else will characterize the good teacher, whose reward will be great both in the gratitude which others will bestow, and in the knowledge which he will gain for himself.

THE EARLY LIFE OF DANIEL WEBSTER.

AS A STUDENT AND A TEACHER.

From Prof. Sanborn's Address at the Merrimack Normal Institute.

To perform any intellectual labor well, the student must be "totus in illis," wholly absorbed in his favorite pursuits. The history of every distinguished man in our country, may be cited in proof of this assertion. I happen to have some well-authenticated facts respecting the early life of the most illustrious of our American statesmen. They present him before us as a student and a teacher. I trust they will not be deemed inappropriate to the present occasion. Mr. Webster remarked, in one of his recent speeches,—“My life has been one of severe labor in my profession. I know not how the bread of idleness tastes.” This is literally true. From the day when he entered Exeter Academy, at the age of fourteen, to this hour, his life has been one uninterrupted scene of mental toil. Aged men, who were familiar with his early life, mention, among their earliest recollections of his childhood, a fondness for books above his years. His father kept open doors for all travellers. The teamsters, who came from the north, were accustomed to say, when they arrived at Judge Webster's house,—“Come, let us give our horses some oats and go in and hear little Dan read a Psalm.” They always called for him; and, leaning upon their long whips, listened, with delighted attention, to the elocution of the young orator. This fondness for books first prompted his father to give him a better education than the district school afforded. At Exeter, he had no peer in successful and accurate study. His residence there was brief. The limited means of his father would not warrant the expense of a continued residence at that Academy. A cheaper method of preparing him for college was devised. He was placed under the care of Rev. Samuel Wood of Boscawen, who received pupils into his family on very moderate terms. On entering his family, his father revealed to him his intention of sending him to college. The announcement was received with unbounded exultation. No Roman consul ever received with greater joy, a senatorial decree for a triumph. Under Dr. Wood's tuition, with but an imperfect knowledge of the rudiments of the Latin tongue, he read one hundred verses of Virgil at a lesson. He not only read, but interpreted the poet. He understood and relished his polished diction. The English dress, which the young student put upon the old Roman, became

him. His recreations then were the same which have occupied his leisure hours in later life. In his rambles among the neighboring woods, his rifle was his constant companion.

———“*linque solebat et hamo
Decipere, et calamo salientes ducere pisces.*”

His kind mentor once ventured to suggest his fears lest young Daniel's example in devoting so much time to his favorite amusements might prove injurious to the other boys. He did not complain that his task was neglected, or that any lesson was imperfectly prepared. This suggestion was sufficient. The sensitive boy could not bear the suspicion of any dereliction of duty. The next night was devoted to study. No sleep visited his eyes. His teacher appeared in the morning to hear his recitation. He read his hundred lines without mistake. He was no where found tripping in syntax or prosody. As his teacher was preparing to leave, young Daniel requested him to hear a few more lines. Another hundred was read. Breakfast was repeatedly announced. The good Doctor was impatient to go, and asked his pupil how much further he could read. “To the end of the twelfth book of the *Æneid*,” was the prompt reply. The Doctor never had occasion to reprove him again. His study hours, ever after, were sacred. In less than a year, he read with his teacher, Virgil and Cicero, and, in private, two large works of Grotius and Puffendorf, written in Latin. During the month of July, his father called him home to assist him on the farm. At this time of life, young Daniel had but a slender frame, and was not able to endure much fatigue. The trial of a single half day brought the boy home with blistered hands and wearied limbs. The next morning, his father gave him his little bundle of books and clothes, and bade him seek his old teacher again. Dr. Wood met him with a cordial greeting on his return, and assured him, that, with hard study, he might enter college at the next Commencement. He then had two months to devote to Greek, and he had not yet learned the alphabet. With characteristic energy he grappled with the task, and achieved a victory of which few can boast. What one of those college idlers, who talk so flippantly about the idleness of Daniel Webster when a student, has prepared himself for a like station in two short months? The students of that day were deprived of many of the comforts and luxuries of life which are now so liberally enjoyed. They usually travelled on horseback. Their dress was entirely of domestic manufacture. When Daniel Webster went to college, he took the least valuable of his father's horses, which would not be missed from the farm, and deposit-

ing his scanty wardrobe and library in a pair of saddle-bags, set out for Hanover. Scarcely had he lost sight of his father's house, when a furious north-east storm began to beat upon the solitary traveller. The rain poured down, incessantly, for two days and nights. A necessity was laid upon him to be present at the commencement of the term. He, therefore, made such speed as he could, with his slow-paced Rozinante, over bad roads, through the pelting storm, and reached the place at the close of the second day, if not a "sorrowful knight," at least in a sorrowful condition. He joined his class the next day, and at once took the position in it which he has since held in the intellectual world. By the unanimous consent, both of teachers and classmates, he stood at the head of his associates in study, and was as far above them, then, in all that constitutes human greatness, as he is now. After a residence of two years at college, he spent a vacation at home. He had tasted the sweets of literature, and enjoyed the victories of intellectual effort. He loved the scholar's life. He felt keenly for the condition of his brother Ezekiel, who was destined to remain on the farm and labor to lift the mortgage from the old homestead and furnish the means of his brother's support. Ezekiel was a farmer in spirit and in practice. He led his laborers in the field as he afterwards led his class in Greek. Daniel knew and appreciated his superior intellectual endowments. He resolved that his brother should enjoy the same privileges with himself. That night the two brothers retired to bed, but not to sleep. They discoursed of their prospects. Daniel utterly refused to enjoy the fruit of his brother's labor any longer. They were united in sympathy and affection, and they must be united in their pursuits. But how could they leave their beloved parents, in age and solitude, with no protector? They talked and wept and wept and talked till dawn of day. They dared not broach the matter to their father. Finally, Daniel resolved to be the orator upon the occasion. Judge Webster was then somewhat burdened with debt. He was advanced in age, and had set his heart upon having Ezekiel as his helper. The very thought of separation from both his sons was painful to him. When the proposition was made, he felt as did the patriarch of old, when he exclaimed, "Joseph is not * * * and will ye also take Benjamin away?" A family council was called. The mother's opinion was asked. She was a strong-minded, energetic woman. She was not blind to the superior endowments of her sons. With all a mother's partiality, however, she did not over-estimate their powers.

She decided the matter at once. Her reply was: "I have lived long in the world, and have been happy in my children. If Daniel and Ezekiel will promise to take care of me, in my old age, I will consent to the sale of all our property, at once, and they may enjoy the benefit of that which remains after our debts are paid." This was a moment of intense interest to all the parties. Parents and children all mingled their tears together, and sobbed aloud at the thought of separation. The father yielded to the entreaties of his sons and the advice of his wife.

Daniel returned to college, and Ezekiel took his little bundle in his hand, and sought, on foot, the scene of his preparatory studies. In one year, he joined his younger brother in college. His intellect was of the highest order. In clear and comprehensive views of the subjects studied, he had no equal. He was deficient in no branch of study pursued in college. He was distinguished for classical literature. He also availed himself of private instruction in some departments of study. Prof. Shurtleff then had a class of students reciting to him, privately, in theology. Ezekiel Webster joined that class, and wrote dissertations upon subjects proposed by the Professor, who still speaks with unabated admiration of his character, as an earnest, truthful and successful student. -I once asked the same venerable teacher of the deportment of the younger brother in college. He replied: "Oh, sir, Daniel was as regular as the sun. He never made a misstep. He never stooped to do a mean act. He never countenanced, by his presence or his by conversation, any college irregularities.

After graduating at the early age of nineteen, Daniel Webster took charge of the academy in Fryeburg, Me. He left his father's house again, on horseback, with his whole worldly effects in a pair of saddle-bags. His salary was three hundred and fifty dollars a year. From such an income, how much think you, would one of our modern dandies save, after supporting himself as a gentleman should live? Besides the severe labors of the school, Mr. Webster devoted his evenings to a still more irksome piece of drudgery. He recorded deeds in the county records for a moderate compensation. He transcribed, on an average, three deeds, each evening; and two large folios now exist, in his handwriting, as indubitable proofs of his industry. He received high commendation for his fidelity as a teacher. The records of the trustees bear testimony to their unqualified approbation of his labors and their sincere regret at his depart-

ure. At the close of the year, he visited his brother in college, and after paying his own debts, gave to Ezekiel the results of his year's labor, which amounted to one hundred dollars. The attachment of these brothers to each other was truly remarkable. They kept no separate purse, till they were established in business. They labored cheerfully for each other. Daniel submitted to the drudgery of copying deeds, and encroached upon the hours due to sleep, to secure the means of his brother's education. Ezekiel taught an evening school for sailors, in Boston, in addition to the fatigues of a large private school by day, to save money to defray, in part, his brother's expenses in completing his professional education. Behold how these brothers loved each other! Writing to his New Hampshire neighbors, Mr. Webster says; "Those of you who are the most advanced in age, have known my father and my family, and especially that member of it whose premature death inflicted a wound in my breast which is yet fresh and bleeding."

The cordial approbation of this brother was more to Daniel Webster than the applause of listening senates. But I cannot devote more time to these interesting reminiscences; I must return from my digression.

LOCKE AMSDEN, OR THE SCHOOLMASTER: *A Tale, by the Author of "May Martin," "The Green Mountain Boys," &c. Published by B. B. Mussey & Co.*

This work was first given to the public about four years ago. It was a literary experiment. The author had the courage to leave the beaten track of novel writers, and strike out boldly into a new field of romance. Instead of a marble palace, or an enchanted castle on some fabulous, far-off shore, a common farm-house, situated upon an unpoetic turnpike road, within the geographical limits of the wool-growing, butter-making State of Vermont, is selected as the opening scene of the story. The hero is a new character in print; you cannot find one lineament of his features in any fiction, from Homer to the "Bleak House." He is no knight of gentle blood, with "steel-gloved hand," nor victorious captain, "bearing his blushing honors thick upon him," but a farmer's boy, sixteen years old. But still he is "every inch" a hero, for he fights heroically, and conquers.

When we see him for the first time, we find him on the field of battle, fighting with might and main, and though literally *down*, he is by no means *floored*. He is lying on some straw at the mouth of a shanty, or sugar camp, which opens towards the row of boiling kettles in front; these kettles are filled with maple sap, drawn from the noble kings of the New England forest, which stand in regal dignity around the spot. The lad has a ciphering slate and a large, old, cover-worn volume spread before him. With pencil in *rest* he is contending with all his forces, with old Pike's "*invincibles*." Soon the battle is won, he leaps upon his feet, and exclaims aloud, "I have done it! I have done it!" and turning back, and shaking his fist at the prostrate foe, he adds, "Now, old Pike; just show me another sum that I can't do, will you? you are conquered, sir!" This conquest gives us a "touch of the hero's quality."

Scott, Irving, and Dickens have drawn ludicrous caricatures of the schoolmaster, and set him up to the gaze of the world as an object of ridicule, if not contempt. But this author has nobly dared use the same means to elevate and dignify the business of training the young. His attempt has not been in vain. In the form of a charming story, he has instilled the true doctrines of popular education into thousands of minds which would have turned with indifference, if not disgust, from the same truths, couched in the language of didactic gravity. And if it could be perused in every family in the land, it would leaven the community with just principles on the subject of education. I do not want better evidence of the merit of the book, than the fact that *boys* will read and re-read it as they would the *Arabian Nights*; and that mature and cultivated minds are not satisfied with a single perusal. It is a sort of a schoolmaster's *Pilgrim's Progress*. It shows how a schoolmaster can be a whole man, and this is no small service. Had the author stopped here, and not made his schoolmaster-hero marry an heiress, and go to Congress, I can not but think he would have done better. It is true, he made Locke marry a lady whom he took to be a penniless orphan. That circumstance is some compensation for the good fortune which followed. But to make the halls of Congress the goal of the teacher's ambition, does injustice to the profession of teaching; for it is thus degraded to a stepping-stone to a higher station. But considering the great merit of the work, this blemish is but as a spot on the sun.

No teacher can afford to dispense with this book from his library.

P.

Mass. Teacher.

T H E

ILLINOIS TEACHER.

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THE NEW SCHOOL LAW.—*Concluded.*

§ 58. In all cases where the board of trustees shall require additional security for the payment of money loaned, and such security shall not be given, the township treasurer shall cause suit to be instituted for the recovery of the same, and all interest thereon, to the date of judgment: *Provided*, that proof be made of the said requisition. In the payment of debts by executors and administrators, those due the common school or township fund shall have preference over all other debts, except funeral and other expenses attending the last sickness, not including the physician's bill. And it shall be the duty of the township treasurer to attend at the office of the probate justice upon the proper day, as other creditors, and have any debt due as aforesaid probated and classed, to be paid as aforesaid.

§ 59. If default be made in the payment of interest due upon money loaned [by] any school commissioner or township treasurer, or in the payment of the principal, interest at the rate of twelve per cent. per annum shall be charged upon the principal and interest from the day of default, which shall be included in the assessment of damages, or in the judgment in suit or action brought upon the obligation to enforce payment thereof; and interest as aforesaid may be recovered in action brought to recover interest only. And the said township treasurers are hereby empowered to bring appropriate actions, in the name of the board of trustees, for the recovery of the half yearly interest when due and unpaid, without suing for the principal, in whatever form secured, and justices of the peace shall have jurisdiction in such cases of all sums under one hundred dollars.

§ 60. All suits brought, or actions instituted under the provis-

ions of this act, may be brought in the name of the "board trustees of township —, range —," except as is provided for action *qui tam* in this act, or in favor of school commissioners. The township treasurer shall demand, receive and safely keep, according to law, all moneys, books and papers of every description belonging to his township. He shall keep the township fund loaned at interest; and if on the first Monday of April in any year there shall be any interest or other funds on hand which shall not be required for distribution, such amount not required as aforesaid shall forever be considered as principal in the funds to which it belongs, and loaned as such.

§ 61. On the first Mondays of April and October, of every year, the township treasurer shall lay before the board of trustees a statement, showing the amount of interest, rents, issues and profits that have accrued or become due since their last regular half yearly meeting, on the township lands and township funds, and also the amount of state and county fund interest on hand. He shall also lay before the said trustees all books, notes, bonds, mortgages, and all other evidence of indebtedness belonging to the township, for the examination of the trustees, and shall make such other statement as the board may require touching the duties of his office.

§ 62. For any failure or refusal to perform all the duties required of township treasurer by law, he shall be liable to the board of trustees upon his bond, to be recovered by action of debt by said board, in their corporate name, for the use of the proper township, before any court having jurisdiction of the amount of damages claimed; but if said treasurer, in any such failure or refusal, acted under and in conformity to a requisition or order of said board, or a majority of them, entered upon their journal and subscribed by their president and clerk, then and in that case the members of said board aforesaid, or those of them voting for said requisition or order as aforesaid, and not the treasurer, shall be liable, jointly and severally, to the inhabitants of the township, to be recovered by action of assumpsit, in the official name of the school commissioner, for the use of the proper township.

§ 63. When a township treasurer shall resign, or be removed, and at the expiration of his term of office, he shall pay over to his successor in office all money on hand, and deliver over all books, notes, bonds, mortgages, and all other securities for money, and all papers and documents of every description, in which the corporation may have any interest whatever, and in

case of the death of the township treasurer, his securities and legal representatives shall be bound to comply with the requisitions of this section. And for any failure to comply with the requisitions of this section, he shall be liable to a penalty of not less than ten, nor more than one hundred dollars, at the discretion of the court before which judgment may be obtained; and the obtaining or payment of said judgment shall in nowise discharge or diminish the obligation of his official bond.

TOWNSHIP AND COUNTY SCHOOL FUNDS.

§ 64. All bonds, notes, mortgages, and other evidence of indebtedness, moneys and effects, in the hands of any school commissioner, trustee of schools, township treasurer, or other officer, or person, and belonging to any county or township, and which have heretofore accrued, or may hereafter accrue from the sale of the sixteenth [section,] or of the common school lands of any township or county, or for the sale of any real estate or other property taken for any debt, or on any judgment, due to the principal of any county or township fund, and all surplus interest and other funds which have been, or shall hereafter be, carried to and made part of the principal of any township or county funds, by any law which has heretofore been, or may hereafter be enacted, in the hand of any county, township, or other officer, or person, and belonging to any county or township, and all sums arising from the loaning or re-loaning of the principal of any township or county fund, are hereby declared to be, and shall forever hereafter constitute the principal of the township or county fund, to whichever it may respectively belong, and no part thereof shall ever be distributed or expended for any purpose whatever, except the interest, rents and profits thereof, but shall be loaned out, and held to use, rent or profit, as herein, heretofore, or may hereafter be, provided by law.

§ 65. So much of the school moneys coming into the hands of the township treasurer, which has been, or may be derived from the state tax, state fund, or common school fund of the state, or from any township tax funds levied for the purpose of continuing the terms of schools, after the state funds have been exhausted, as provided in section seventy (70) hereof, shall be applied only to the payment of teachers, in the respective townships to which such fund belongs, and shall be drawn from the treasury for no other purpose whatever; and all other school funds, paid into the township treasury, arising from taxation,

or from other sources, and the interest of the township fund, not otherwise specifically directed to be applied by this act, shall be applied and expended, under the direction and at the discretion of the board of directors of the district to which such funds belong, in procuring school house sites, and improving the same, in building, repairing, and furnishing school houses, in the payment of compensation to township treasurers, and other school purposes, as such board are authorised to make under the provisions of this act: *Provided, however*, that nothing herein shall be so construed as to prevent the application of said school funds to the payment of teachers, when necessary, in the opinion of said board, so to apply them, or any part thereof.

§ 66. All moneys and school funds, liable to distribution, not being principal, paid into the township treasury, or coming into the hands of the township treasurer, shall be paid out only on the order of the proper board, signed by their president and clerk; and for all payments made, receipts shall be taken and filed; and in all such orders shall be stated the purpose for which or on what account drawn; and all such orders may be in the following form, to wit:

The treasurer of township number —, range number —, in — county, will pay to — or bearer, — dollars and — cents, (on his contract for repairing Sulphur Spring school house, or otherwise, as the case may be.) By order of the board of — said township.

A B, *President*.

C D, *Clerk*.

Which, together with the receipt of the person to whom paid, shall be filed in the office of the township treasurer: *Provided, however*, the township treasurer may pay to any teacher his wages, on such teacher presenting a certificate of the amount due him, and an order for the same, by any two members of the board of directors, and on said teacher filing with said treasurer a true copy of his certificate of qualification, certified by the said two members to be such as is required by law; which certificate and order as aforesaid shall be appended to the aforesaid true copy of said teacher's qualification; which certificate and order may be in the following form, viz:

We the undersigned directors, of — in township — range number —, in the county of —, hereby certify the foregoing to be a true copy of A B, teacher's certificate of qualification, and is such as is required by law, to qualify (him or her).

to teach in the school which (he or she) has taught, and we further certify that the amount due said A B is ——— dollars and ——— cents; which amount the treasurer of said township is hereby required to pay.

Given under our hands ——— this ——— day of ———, 18—.

A B, }
C D, } *Directors.*

To E. D., *Township Treasurer*, T.— R.—.

Which, on payment being made, the treasurer shall file in his office, together with said teacher's receipt for the amount paid. But no order shall be drawn, or paid, in favor of any teacher, until his or her schedule shall have been completed and filed, as provided in section fifty of this act, nor until he or she shall have complied with all his or her duties as prescribed by law.

COMMON SCHOOL FUNDS.

§ 67. The common school fund of this state shall consist of such sum as will be produced by the annual levy and assessment of two mills upon each dollar's valuation of all the taxable property in the state, and there is hereby levied and assessed annually, in addition to the revenue for state purposes, the said two mills upon each dollar's valuation of all the taxable property in the state, to be collected and paid into the state treasury as other revenue is collected and paid; and the amount due from the state, according to a statement and settlement of the account between the state and that fund, under the provisions of an act entitled an "An act to provide for the distribution and application of the interest on the school, college and seminary fund," approved on the seventh of February, one thousand eight hundred and thirty-five, and of all funds which have been or may be received by the state from the United States, for the use and support of common schools, and also of the money added to the common school fund which was received from the United States under an act of congress providing for the distribution of the surplus revenue of the United States, and which was invested in bank stock, by authority of the state, and of the amount added to the school fund under an act requiring the three per cent. fund to be invested in state bonds: *Provided*, that in cases where, heretofore, the state taxes have not been collected in any county, such county shall not be entitled to a distribution of the college, seminary and school fund, for the

period of time that no such taxes have been collected, and that the portion of the fund aforesaid shall in such cases be distributed without regard to such county.

§ 68. The state shall pay an interest of six per cent. per annum upon the amount of the aforesaid common school funds, except on so much thereof as may be realized from the levy of the tax directed to be levied under the provisions of this act, which shall be paid annually, and applied to the support of common schools, as herein provided. The state shall also pay, as aforesaid, and at the same time, an interest of six per centum per annum upon the amount due the college and seminary fund; which interest shall be loaned to the common school fund, and known in this law and applied in all cases as interest on the common school fund as aforesaid.

§ 69. On the first Monday in January, in each and every year, next after taking the census of the state, the auditor of public accounts shall, under the supervision of the commissioners of the school fund of the state, ascertain the number of white children in each county in the state, under twenty-one years of age, and shall thereupon make a dividend to each county of two thirds the sum from the tax levied and collected under the provisions of the sixty-seventh section of this act; and the interest due on the school, college and seminary fund, in proportion to the number of white children in each county under the age aforesaid, and of the remaining one-third, in proportion to the number of townships and parts of townships in each county, and issue his warrant to the school commissioner of each county upon the collector thereof. And upon presentation of said warrant by the school commissioner to the collector of his county, said collector shall pay over to the school commissioner the amount of said warrant out of the first specie funds which may be collected by him, and not otherwise appropriated by law, taking said commissioner's receipt therefor; and on settlement with the auditor, said collector shall be credited with the amount specified in said receipt, in the same manner as if it had been paid into the treasury. Dividends shall be made as aforesaid, according to the proportions ascertained to be due to each county annually thereafter, until another census shall have been taken, and then dividends shall be made and continued as aforesaid, according to the last census: *Provided*, that if any collector shall fail or refuse to pay, in gold or silver, the amount of the aforesaid warrant, or any part thereof, by the first day of March, annually, or so soon thereafter as it may be presented, it shall be compe-

tent for the school commissioner to proceed against said collector and his securities, in an action of debt, in the county court; which court is hereby vested with full power and authority to hear and determine all such suits, render judgment and issue execution, or said suit may be brought in any court having jurisdiction; and the said collector shall pay twelve per centum, to be assessed as damages upon the amount due, and which shall be included in the judgment obtained against him.

ADDITIONAL TAXES IN TOWNSHIPS FOR SCHOOLS.

§ 70. At each meeting in October, or at any subsequent meeting thereafter, before the first day of May, annually, each township board of trustees in this state shall determine, by estimate, as nearly as practicable, the entire amount of money necessary to be expended in the township to keep in good condition and operation a sufficient number of free schools for the accommodation of all the children in said township during the ensuing year, over and above the available means arising from the township fund, or from other sources, and applicable to general school purposes, and also such additional amount as the board may think necessary for the exclusive purpose of supplying any deficiency in the fund for the payment of teachers, and for the purpose of extending the terms of schools after the state or common school fund shall have been exhausted; and shall determine, as nearly as practicable, what rate per cent. on the one hundred dollars' valuation of all the taxable property in the township, each of said amounts separately, will require to be levied; each of which rates so estimated and required to be levied, together with a list of the names of all the resident taxpayers of the township, the said board shall make known by certificate in writing, signed by the president and clerk of the board, to the clerk of the county court of the county, on or before the first Monday of July next thereafter in each year; which certificate may be in the following form, viz:

We, the undersigned, president and clerk of the board of trustees of township No. —, range No. —, in the county of —, and state of Illinois, do hereby certify that said board have estimated and required to be levied for the year 18—, the rate of —, for general school purposes, and the rate of —, for paying teachers and extending terms of schools, on each one hundred dollars' valuation of taxable property in

said township. Given under our hands, this —— day of ——, 18—.

A—— B——, *President.*

C—— D——, *Clerk.*

§ 71. For the purpose of erecting school-houses, or purchasing school-house sites, or for the repairing and improving the same, for procuring furniture, fuel and district libraries, the board of directors of any district shall be authorized to have levied and collected a tax annually on all the property in their district, by furnishing a certificate similar to the one required by the provisions of this section, from trustees of schools.

§ 72. According to the rate or rates certified as aforesaid, the said county clerk, when making out the tax books for the collector, shall compute each taxable person's tax in said township, or that part of the township in the county, or in any district, taking as a basis the total amount of taxable property returned by the county assessor for that year, lying and being in said township, part of township or district, whether belonging to residents or non-residents, and also each and every tract of land assessed by the assessor, which lies, or the largest part of which lies, in said township or part of township or district. The said county clerk shall cause each person's tax so computed to be set upon the tax book, to be delivered to the collector for that year, in a separate column, against each tax-payer's name, or parcel of taxable property, as it appears in said collector's books, to be collected in the same manner, and at the same time, as state and county taxes are collected. The computation of each person's tax, and the levy made by the clerk, as aforesaid, shall be final and conclusive: *Provided*, the rate shall be uniform, and shall not exceed the rate certified by the township board of trustees or directors and the said county clerk, before delivering the tax books to the collector, shall make out and deliver, on demand, to each township treasurer, or other authorized person, of the respective townships, or part of townships, in the county, a certificate of the amount due his township, of said tax so levied and placed upon the tax books; and on or before the first day of April next after the delivery of the tax books containing the computation and levy of said taxes aforesaid, or so soon thereafter as the township treasurer, or other authorized person, shall present the said certificate of the amount of said tax, and make a demand therefor, the said county collector shall pay to said township treasurer, or other authorized person, the

full amount of said tax, so certified by the county clerk, retaining from said amount only two per centum, as his fees for collection, taking of the township treasurer, or other authorized person, his receipt therefor; which receipt shall be evidence, as well in favor of the collector as against the township treasurer, or other authorized person for him; and said treasurer or other authorized person for him, shall enter the same in separate accounts, in his cash book, distinguishing between that part of said account for general school purposes, and that for paying teachers and extending the terms of schools, and pay the same out as provided for by this act.

§ 73. If any collector shall fail to pay the amount of said tax, or any part thereof, as required in the aforesaid section, it shall be competent for the township treasurer, or other authorized person, to proceed against such collector and his securities in an action of debt in the county court; which court is hereby vested with full power and authority to hear and determine all such suits, render judgments and issue execution; or said suit may be brought in any other court having jurisdiction; and the said collector, so in default, shall pay twelve per centum upon the amount due, to be assessed in damages, which shall be included in the judgment rendered against him: *Provided*, no collector shall be liable for such part of said tax as he shall be able to make appear he could not have collected by law, until he may be able to so collect such amount.

§ 74. When a township is or shall hereafter be situated in two or more counties, the certificate of the rate of taxation, required in the sixty-ninth (69) [section] of this act, shall be returned to the clerks of the county court of each of such counties, furnishing to each clerk the names of the resident tax payers of that part of such township which lies in his county, and each of said clerks shall proceed in all respects, as regards the taxable residents and taxable property of that part of such township situated in his county, as required by the seventy-second section of this act, and for the purpose of enabling the trustees of townships, or school directors to make the estimate of taxes required as provided in section seventy-two, the county clerk of each county shall furnish to the clerk of each of said boards, the total amount of valuation of the taxable property of each township, part of township, or district respectively, as returned by the assessor of the previous year; and to enable the clerk of the county court to perform this duty for the first estimates of the boards, as aforesaid, the clerks of said boards, respectively,

shall furnish to said county clerk a list of all the names of the resident tax payers of the previous year in said township or part of township or district, in the county, and thereafter said list of names shall be furnished as provided in section seventy of this act. For the purpose of erecting school houses, or purchasing school house sites, or for repairing and improving the same, it shall be lawful for the board of directors of any district to borrow money at a rate of interest not exceeding ten per cent. per annum, and issue bonds therefor in sums not less than one hundred dollars; which bonds shall be executed by the president and clerk of said board: *Provided*, that the total indebtedness incurred by any district under this section, shall not at any time exceed one per centum of the assessed value of the real and personal property of said district.

COMPENSATION OF OFFICERS.

§ 75. School commissioners shall be allowed to retain, out of the township funds of the township for which the services may be rendered, three per cent. upon the amount of sales of school lands, and upon the real estate taken for debt, for their services in making such sales, including such other services connected therewith as are required by the provisions of this act, and two per cent. they may retain upon the amount of all sums distributed, paid or loaned out by them for the support of schools; and for visiting schools, they shall be allowed to retain two dollars per day, for any number of days not exceeding fifty during any year, which account shall be certified and sworn to by the commissioner of each county.

§ 76. Township treasurers shall be allowed to retain two per cent. upon all sums paid out, or loaned by them: *Provided*, however, the boards of trustees may reduce said compensation; and said boards shall, and it is hereby made their duty, to make a reasonable allowance to said treasurers for their services performed as clerks of said boards, to be paid out of the township funds. School commissioners, trustees of schools, school directors, and all other school officers, shall be exempted from working on the roads, serving on juries and military duty.

LIABILITIES OF OFFICERS.

§ 77. If any school commissioner, trustee of schools, township treasurer, director, or any other person entrusted with the

care, control, management, or disposition of any school, college, seminary, or township fund, for the use of any county, township, district, or school, shall convert any such funds, or any portion thereof, to his own use, he shall be liable to indictment, and upon conviction, shall be fined in not less than double the amount of money converted, and imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

§ 78. Trustees of schools shall be liable, jointly and severally, for the sufficiency of securities taken from township treasurers; and in case of judgment against said treasurers and their securities, for or on account of any default of any such treasurer, on which the money shall not be made for want of sufficient property whereon to levy execution, actions on the case may be maintained against said trustees, jointly or severally, and the amount not collected on said judgment shall be recovered with costs: *Provided*, that if said trustees can show, satisfactorily, that the security taken from the treasurer as aforesaid was at the time of said taking good and sufficient, they shall not be liable as aforesaid.

§ 79. The real estate of school commissioners, of township treasurers, and all other school officers, and of the securities of each of them, shall be bound for the satisfaction and payment of all claims and demands against said commissioners and treasurers, and other officers, as such, from the date of issuing process against them, in actions or suits brought to recover such claims or demands, until satisfaction thereof be obtained; and no sale or alienation of real estate by any commissioner, treasurer or other officer, or security aforesaid, shall defeat the lien created by this section, but all and singular such real estate held, owned, or claimed as aforesaid, shall be liable to be sold in satisfaction of any judgment which may be obtained in such actions or suits.

§ 80. Trustees of schools, school directors or either of them, failing or refusing to make returns of children in their township, or district, according to the provisions of this act, or if either of them shall knowingly make a false return, the party so offending shall be liable to a penalty of not less than ten dollars nor more than one hundred dollars, to be recovered by action of assumpsit, before any justice of the peace of the county, which penalty, when collected, shall be added to the township fund; and if any school commissioner, director or trustee, or either of them, or other officer whose duty it is, shall negligently or wil-

fully fail or refuse to make, furnish, or communicate the statistics and information, or shall fail to discharge the duties enjoined upon them, or either of them, at the time and in the manner required by the provisions of sections nineteen and thirty-eight of this act, such delinquent or party offending shall be liable to a fine of twenty-five dollars, to be recovered before any justice of the peace, on information in the name of the people of the state of Illinois, and when collected shall be paid to the school commissioner of the proper county for the use of schools.

§ 81. School commissioners, trustees of schools, directors and township treasurers, or either of them, and any other officer having charge of school funds or property, shall be responsible for all losses sustained by any county, township or school fund, by reason of any failure on his or their part to perform the duties required of him or them by this act, or by any rule or regulation authorized to be made by this act; and each and every of the officers aforesaid shall be liable for any such loss sustained as aforesaid, and the amount thereof may be recovered, in a civil action, before any court having jurisdiction thereof, at the suit of the state of Illinois, for the use of the county, township, or fund injured; and the amount, when collected, shall be paid to the proper officer, for the benefit of said county, township, or fund injured.

COST, TENURE OF OFFICES AND CONTRACTS UNDER FORMER LAWS.

§ 82. No justice of the peace, probate justice, constable, clerk of any court, or sheriff, shall charge any costs, in any suit where any agent of any school fund, suing for the recovery of the same, or any interest due thereon, is plaintiff, and shall be, from any cause, unsuccessful in such suit. School commissioners appointed heretofore shall continue in office until superseded according to the provisions of this act, and their duties, responsibilities, and powers shall be governed by the provisions herein named. Trustees of school lands heretofore appointed, and trustees of schools heretofore elected, shall, also, continue to discharge the duties of their office until trustees of schools are elected under the provisions of this act. Townships heretofore incorporated shall, without any further action or proceeding, be considered as incorporated under the provisions of this act, and the trustees and other officers shall continue to discharge their duties till suspended by appointment or election under this law; and all school directors and officers heretofore appointed, shall

continue in office until superseded by the election as provided in this act, and shall be governed by the provisions of the laws heretofore in force, unless otherwise directed by this act. Leases of school lands shall remain valid and be executed according to the laws under which they were made. Common school lands valued and offered for sale and remaining unsold shall be sold upon terms prescribed by this act. All taxes levied and contracts made under the laws hereby repealed shall remain valid, and all rights, remedies, defences, and causes of action existing, or which may hereafter exist or arise, under or by virtue of said repealed laws, shall continue and remain valid, and shall be enforced, notwithstanding the repeal of said laws, unless canceled according to the provisions of this act.

OF CITIES AND INCORPORATED TOWNS.

§ 83. This act shall not be so construed as to repeal or change, in any respect, any special acts in relation to schools, in cities or incorporated towns, except that it shall be the duty of the several boards of education, or other officers, of any city or incorporated town, having in charge schools under the provisions of any of the said special acts, or of any ordinance of any city or incorporated town, on or before the second Monday of October, preceding each regular session of the general assembly of this state, or annually, if required so to do by the state superintendent, to make out and render a statement of all such statistics and other information in regard to schools, and the enumeration of children, or white persons, as are required to be communicated by township boards of trustees or directors, under the provisions of the thirty-eighth (38) section of this act, or so much thereof as may be applicable to said city or incorporated town, to the school commissioner of the county where such city or incorporated town is situated, or of the county in which the larger part of such city or town is situated; nor shall it be lawful for the county school commissioner, or any other officer or person, to pay over any portion of the common school fund, to any local treasurer, school agent, clerk, board of education, or other officer or person, of any township, city, or incorporated town, unless a report of the number of children, or white persons, and other statistics relative to schools, and a statement of such other information, as are required of the boards of trustees or directors as aforesaid, and of other school officers and teachers under the provisions of this act, shall have been filed, at the time or times

aforesaid, specified in this section, with the school commissioner of the proper county, as aforesaid.

SCHOOLS OF PERSONS OF COLOR.

§ 84. In townships in which there shall be persons of color, the board of education shall allow such persons a portion of the school fund, equal to the amount of taxes collected for school purposes from such persons of color in their respective townships.

COMMON SCHOOL LANDS.

§ 85. Section number sixteen in every township granted to the state by the United States for the use of schools, and such sections and parts of sections as have been or may be granted as aforesaid, in lieu of all or part of section number sixteen, and also the lands which have been or may be selected and granted as aforesaid, for the use of schools, to the inhabitants of fractional townships in which there is no section number sixteen, or where such section shall not contain the proper proportion for the use of schools in such fractional township, shall be held as common school lands; and the provisions of this act referring to common school lands shall be deemed to apply to the lands aforesaid.

§ 86. All the business of such townships, so far as relates to common school lands, shall be transacted in that county which contains all or a greater portion of said lands. If any person shall, without being duly authorized, cut, fell, box, bore, destroy or carry away any tree, sapling or log standing or being upon any school lands, such person shall forfeit and pay for every tree, sapling, or log so felled, boxed, bored, destroyed or carried away, the sum of eight dollars; which penalty shall be recovered, with costs of suit, by an action of debt or assumpsit, before any justice of the peace having jurisdiction of the amount claimed, or in the county or circuit court, either in the corporate name of the board of trustees of the township to which the land belongs, or by action of *qui tam*, in the name of any person who shall first sue for the same—one half for the use of the person suing, the other half to the use of the township aforesaid. When two or more persons shall be concerned in the same trespass, they shall be jointly and severally liable for the penalty herein imposed. Every trespasser upon common school lands shall be liable to indictment, and upon conviction, fined in three times the amount of the injury occas-

ioned by said trespass, and shall stand committed as in other cases of misdemeanor. All penalties and fines collected under the provisions of this section shall be paid to the township treasurer, and be added to the principal of the township fund; and all other fines, penalties and forfeitures imposed or incurred in any of the circuit courts of this state, or collected by justices of the peace or other county officers, except fines collected in incorporated towns or cities, for the violation of the by-laws or ordinances of said towns or cities, shall be paid to the school commissioner of the county where such fines, penalties and forfeitures have been collected, and the same shall be distributed by said commissioner in the same manner as the common school funds of the state are distributed; and if any county officer or justice of the peace aforesaid shall fail or refuse to pay as aforesaid, after collection, such officer or justice of the peace so failing or refusing to pay as aforesaid shall forfeit and pay double the amount of such fine, penalty or forfeiture as aforesaid, collected by him, to be recovered before any court having jurisdiction, in a civil action, at the suit of the school commissioner.

SALE OF COMMON SCHOOL LANDS.

§ 87. When the inhabitants of any township or fractional township shall desire the sale of the common school land of the township or fractional township, they shall present a petition to the school commissioner of the county in which the school lands of the township, or the greater part thereof, lie, for the sale thereof; which petition shall be signed by at least two thirds of the white male inhabitants of the township or fractional township of and over twenty-one years of age. The signing of the petition must be in the presence of two citizens of the township, after the true meaning thereof shall have been explained; and when signed an affidavit shall be affixed thereto, by the two citizens, proving the signing in the manner aforesaid, and stating the number of white male inhabitants in the township or fractional township, of and over twenty-one years of age; and said petition, so proved, shall be delivered to the school commissioner for his action thereon: *Provided*, that no whole section shall be sold in any township containing less than fifty inhabitants, and common school lands in fractional townships may be sold when the number of inhabitants and number of acres are in the ratio of fifty to six hundred and forty, but not before.

§ 88. When the petition and affidavits are delivered to the school commissioner as aforesaid, he shall notify the trustees of said township thereof, and said trustees shall immediately proceed to divide the land into tracts or lots of such form and quantity as will produce the largest amount of money; and after making such division, a correct plat of the same shall be made, representing all divisions, with each lot numbered and defined, so that its boundaries may be forever ascertained. Said trustees shall then fix a value on each lot, having regard to the terms of sale, certify to the correctness of the plat, stating the value of each lot per acre, or per lot, if less than one acre, and referring to and describing the lot in the certificate, so as fully and clearly to distinguish and identify each lot; which plats and certificate shall be delivered to the school commissioner, and shall govern him in advertising and selling said lands.

§ 89. In subdividing common school lands for sale, no lot shall contain more than eighty acres, and the division may be made into town or village lots, with roads, streets or alleys between them and through the same; and all such divisions, with all similar divisions hereafter made, are hereby declared legal; and all such roads, streets and alleys, public highways.

§ 90. The terms of selling common school lands shall be to the highest bidder, for cash, with the privilege to each purchaser of borrowing from the school commissioner the amount of his bid, for any period not less than one nor more than five years, upon his paying interest and giving security, as in case of money loaned by township treasurer, as provided in this act.

§ 91. The place of selling common school lands shall be at the court house of the county in which the lands are situated; or the trustees of schools may direct the sale to be made on the premises; and upon the reception by the school commissioner of the plat and certificate of valuation from the trustees, he shall proceed to advertise the said land for sale, in lots as divided and laid off by said trustees, by posting notices thereof in at least six public places in the county, forty days next anterior to the day of sale, describing the land, and stating the time, terms and place of sale; and if any newspaper is published in said county, said advertisement shall be printed therein for four weeks before the day of sale—if none, then it shall be sold under the notice aforesaid.

§ 92. Upon the day appointed, the school commissioner shall proceed to make sales, as follows, viz: he shall begin at the lowest number of lots, and proceed regularly to the highest, till

all are sold or offered. No lot shall be sold for less than its valuation by the trustees. Sales shall be made between the hours of ten o'clock A. M., and six o'clock P. M., and may continue from day to day. The lots shall be cried separately, and each lot cried long enough to enable any one present to bid who desires it.

§ 93. Upon closing the sales each day, the purchasers shall each pay, or secure the payment of the purchase money, according to the terms of sale; or in case of his failure to do so by ten o'clock the succeeding day, the lot purchased shall be again offered at public sale, on the same terms as before, and if the valuation or more shall be bid, shall be stricken off; but if the valuation be not bid, the lot shall be set down as not sold. If the sale is or is not made, the former purchaser shall be required to pay the difference between his bid and the valuation of the lot; and in case of his failing to make such payment, the school commissioner may forthwith institute an action of debt or assumpsit, in his name, as commissioner, for the use of the inhabitants of the township where the land lies, for the required sum; and upon making proof, shall be entitled to judgment, with costs of suit; which, when collected, shall be added to the principal of the township fund. And if the amount claimed does not exceed one hundred dollars, the suit may be instituted before a justice of the peace; but if more than that sum, then in the circuit court of any county wherein the party may be found.

§ 94. All lands not sold at public sale, as herein provided for, shall be subject to sale at any time thereafter, at the valuation; and school commissioners are authorized and required, when in their power, to sell all such lands at private sale, upon the terms at which they are offered at public sale.

§ 95. In all cases where common school lands have been heretofore valued, and have remained unsold for two years after having been offered for sale, or shall hereafter remain unsold for that length of time, after being valued and offered for sale in conformity to this act, the trustees of schools where such lands are situated may vacate the valuation thereof, by an order to be entered on book A, of the school commissioner, and cause a new valuation to be made, if in their opinion the interests of the township will be promoted thereby. They shall make said second valuation in the same manner as the first was made, and shall deliver to the school commissioner a plat of such second valuation, with the order of vacation to be entered as aforesaid; whereupon said school commissioner shall proceed in selling said

lands in all respects as if no valuation had been made ; *Provided*, that the second valuation may be made by the trustees of schools, without petition, as provided in this act.

§ 96. Upon the completion of every sale by the purchaser, the school commissioner shall enter the same on book B, and shall deliver to the purchaser a certificate of purchase, stating therein the name and residence of the purchaser, describing the land and the price paid therefor ; which certificate shall be evidence of the facts therein stated.

§ 97. At the first regular term of the county court in each year, the school commissioner shall present to the court of his county—first, a statement showing the sales of school lands made subsequent to the first regular term of the previous year, which shall be a true copy of the sale book, (book B ;) second, statements of the amount of money received, paid, loaned out, and on hand, belonging to each township or fund under his control—the statement of each fund to be separate ; third, statements copied from his loan book, (book C,) showing all the facts in regard to loans which are required to be stated upon the loan book ; all of which the county court shall thereupon examine and compare with the vouchers, and the said county court, or so many of them as may be present at the term of the court, shall be liable individually to the fund injured, and to the securities of said school commissioner, in case judgment be recovered of said securities, for all damages occasioned by a neglect of the duties, or any of them, required of them by this section : *Provided*, nothing herein contained shall be construed to exempt the securities of said school commissioner from any liability as such securities, but they shall still be liable to the fund injured the same as if the county commissioners were not liable.

§ 98. The school commissioner shall also, at the time aforesaid, transmit to the auditor of public accounts a full and exact transcript from book B of all the sales made subsequent to each report. The statement in section ninety-seven (97) hereof, required to be presented to the county court, shall be preserved and copied by the clerk of said court into a well bound book, kept for that purpose, and the list transmitted to the auditor shall be filed, copied and preserved in like manner.

§ 99. Every purchaser of common school lands shall be entitled to a patent from the state, conveying and assuring the title. Patents shall be made out by the auditor from returns made to him by the school commissioner. They shall contain a description of the land granted ; and shall be in the name of and signed

by the governor, countersigned by the auditor, with the great seal of the state affixed thereto by the secretary of state, and shall operate to vest in the purchaser a perfect title in fee simple. When patents are executed as herein required, the auditor shall note on the list of sales the date of each patent, in such manner as to perpetuate the evidence of its date and delivery, and thereupon transmit the same to the school commissioner of the proper county, to be by him delivered to the patentee, his heirs or assigns, upon the return of the original certificate of purchase; which certificate, when returned, shall be filed and preserved by the school commissioner.

§ 100. Purchasers of common school lands, and their heirs and assigns, may obtain duplicate copies of their certificates of purchase, and of patents, upon filing affidavit with the school commissioner in respect to certificates, and with the auditor in respect to patents, proving the loss or destruction of the originals; and such copies shall have all the force and effect of the originals.

ACTS REPEALED—PUBLICATION AND DISTRIBUTION OF THE ACT.

§ 101. An act entitled "An act to establish and maintain common schools," approved February 12th, 1849, and an act to amend said act, approved February 12th, 1851, and an act entitled "An act to increase the school fund," approved February 10th, 1853, and all other acts and parts of acts coming in conflict with the provisions of this act, are hereby repealed. This act to be in force from and after its passage.

§ 102. The public printer is hereby required to print thirty thousand copies of this act, under the direction of the secretary of state, who shall first make a perfect index hereto, to be distributed by him according to population among the several counties of the state, and deposited with school commissioners, to be distributed by them to the directors of the boards of education and township treasurers, for the use of the different officers under this law.

APPROVED Feb. 15, 1855.

Written for the Illinois Teacher.

MR. EDITOR :—I wish to make a few remarks on the subject of grammar, more especially to speak of some of the purposes for which the infinitive mood is used.

1st. The infinitive is used to explain or limit the meaning of an adjective. A horse, good to kick, is not a good horse, and *to kick* is used to limit or explain the meaning of the adjective. No valuable information is gained by saying "to kick is a verb of the infinitive mood and governed by good." Again, John is not a spry boy, but he is quick to learn and slow to forget; here *to learn* and *to forget* limit the meaning of the words quick and slow. The coat is too good to give away. The apples are not good to keep, but are very good to eat. The infinitive is often passive in import, though active in form.

Sometimes the adjective is limited by a noun; good for sick people; poisonous to rats. The garment is too thick for summer, and too thin for winter.

2d. The infinitive alone, or with its complement, has often the nature and force of an adjective. Time to come is coming time. A desire to benefit himself is a selfish desire. A desire to benefit mankind is a philanthropic desire. A desire to learn. To learn explains the desire. In like manner a preposition and its noun is often equivalent to an adjective. Fetters of iron, or iron fetters. The king of France, or a French king. A man of great generosity, a very generous man. Nevertheless a bag of gold is not a golden bag.

Relative clauses, in most cases, have the nature and force of adjectives, explaining or limiting the meaning of the antecedent. The boys who are tired may sit; not all the boys, but the *tired* boys may sit. At the gate which opens into the garden, or the garden gate. A horse which is chestnut brown, and which cost 500 dollars in Arabia, is a chestnut brown 500 dollar Arabian horse. The hope of your being able to participate in our joys has prompted me to write. What kind of hope? The whole clause has the nature of an adjective. So in a multitude of instances.

3d. The infinitive is used to denote the purpose or object for which a thing is done. This is now its general use. They came to scoff, but remained to pray. He came to see his father, that he might see his father, or for the purpose of seeing his father. He raises corn to sell, he hires money to let.

4th. The infinitive with the two little words *so as*, (with or without an adjective between the two,) is used to denote the *con-*

sequence or result. He spake so as to be heard. He stood so as to see him. I aimed so as to hit him, if a buck, and so as not to hit him, if a calf. "So foolish as to sell his team." *So that* is used to denote the result. So foolish that he sold his team.

5th. The infinitive is used as the object of transitive verbs. She loves music. She loves to sing. He began arithmetic last week. He began to cipher last week. I prefer to walk. The subject of the infinitive has the objective form, and this, in connection with the infinitive, is often the object of a transitive verb. I believe him to be a liar. What do I believe? Not him, but "him to be a liar;" or that he is a liar. He proved the earth to be round; he did not prove the earth, but its rotundity. I have brought a coat for you to mend. It is not for *you*, but for you *to mend*. A lesson for teachers and pupils to study, or which they should study. I insist on his being present to-morrow. The remaining part of the sentence is the object of the preposition *on*. I taught them obedience. Obedience is the direct, and them the indirect object of the verb. I taught them to obey. To obey is the direct, and them the indirect object of the verb. Again, we use the infinitive in speaking of that which has been concluded, agreed on, or which must be done. He is to return by the bridge. We have our liberties to defend. There are children to be clothed. He has a letter to write; (i. e.) which he must write.

Infinitives are used to denote the occasions of the emotions implied in the verb or adjective. They rejoiced to see him. I was glad to hear it. In a sentence commencing with it, used impersonally, the infinitive is the subject of the verb. It is disgraceful to steal. It is difficult to find your way in the dark. They say he has gone to Boston, or they say *that* he has gone to Boston. He has gone to Boston is the object of *say*. To dispose of words in this manner, showing the object or purpose for which they are used, is far more interesting, and useful than repeating the technical language of grammar, which often has almost no meaning. In all cases accustom yourselves to ask the *meaning* of a word, before asking to what part of speech it belongs. As (i. e. while) we were going home. As (because) it is so very cold, I shall walk. I was then (at that time) in the garden. Is your husband at home? then (for that reason) I shall not stay. *So* usually refers to manner, but not always. John is not dissipated, but he will soon become *so*. Here *so* means dissipated, and therefore some may contend that it should

be called an adjective ; and if we call it an adverb, it does not perform the office of an adverb. Again, did he vomit up three black crows ? They say so ; (i. e.) they say he vomited up three black crows. *So* stands for the whole sentence, and might be called, not a pronoun, but a prosentence, and Doctors would disagree as to the propriety of considering *so* the object of the verb say. Nevertheless, if you understand the meaning of a word, and are sure that good usage authorizes you to employ it, in a given manner, it is not a matter of any great importance whether you know what to call it or not. Once it was a great question among philosophers whether a bat was a hairy bird or a flying mouse. Grammar consists in learning to use *language correctly*, and not in learning to parse. There are many authorized modes of expression which do not come under any of the rules of syntax. See Wells' grammar.

The most important part of grammar consists in correcting your own mode of speaking, and it is the part to which usually the least attention is given. Good writers say twice three *is* six, three and three *are* six. Exercise your own judgment ; do not rely too implicitly on your text book. Mooted questions in grammar are usually of very little importance. Who cares whether *worth* is a preposition or something else, if we know that it is used in stating the value of a commodity ?

Time should be divided into past, present, and future, as it is now divided by the best grammarians. It may rain to-morrow ; is rain of the present or future tense ? If he should lose his vessel, he would become a rich man. Are *should lose* and *would become* past or future ? The man found a boy on a tree. He found some object which was *on* some object ; and hence we mean something when we say, boy is the object of the transitive verb found, and tree the object of the preposition on, because boy is the object which he found, and tree the object on which he, a boy, was ; and no additional information is communicated by saying that tree and boy are in the objective case. It is difficult to tell what we mean by *case*. It is not a wire trap, nor a book case, nor a chest of drawers. Some tell us that case means condition. A sick or a drunken man is in a bad case. But case denotes relation. I can discover some glimmerings of sense in this ; yet relation is a very abstract term, which, to the great majority of mankind, has no meaning except as used to denote brothers, sisters, uncles, aunts, cousins, and the like. And what do we mean by saying that one word *governs* another ; and in what sense does *on* govern tree ? The more recent authors

(see Andrew & Stoddard's Latin Grammar, Sophocles' Greek, and Spencer's English Grammar) have discovered the use of the words *governs* and *governed*. It is better far to use language which you fully understand, and say boy is the object of the transitive verb, and tree the object of the preposition. Green's Analysis and Spencer's Grammar amount to substantially the same thing, with this difference. The Analysis contains a great multiplicity of rules and definitions, while in the Grammar there is a paucity of rules. I prefer the Grammar for having been put on the right track. It is far better for the learner to discover a truth, than to have it pointed out to him by another. Too many rules hamper genius. If the remarks now made tend in any measure to invigorate your discriminating powers, I have accomplished my object.

SENEX.

From the Investigator.

CONVENTION

*Of the Whiteside Co. Teachers and Educational Association
held at Albany.*

THURSDAY, April 19th.

As many of the members were not present, at the time fixed upon for the afternoon session, the meeting was not organized until evening. It was then called to order by the President (Chas. S. Deming) and opened with prayer by Rev. Mr. Pine. The records were then read by the Secretary, (John Phinney) and accepted by the Society. A discussion arose between Mr. Kelley, Brewer, and Phinney, on the following question; How can a greater interest be created in our Common Schools. Adjourned to 9 o'clock A. M.

MORNING SESSION.—Convention met pursuant to adjournment at 9 o'clock. As the ladies that were expected to read essays were not all present, the reading of the essays was postponed until afternoon. Mr. Cobbey then presented some resolutions which were received by the society, and after discussion and amendments, were adopted, as follows:

Resolved, That the Bible should be, and is hereby recommended, as a text book in all the schools in the county, and we

earnestly recommend the practice of reading a lesson from the scriptures by the entire school at the opening each morning.

Resolved, That it is the duty of the Teacher to impress frequently and earnestly on the minds of their pupils, that the great end of their efforts is to secure an education—is to make them good and useful members of society.

Resolved, That in teaching, a clear and distinct conception of an object should be impressed upon the mind before the name or terms, which express it, be committed to memory.

Resolved, That we deprecate the practice of advancing students to higher text books before they master or understand those which are designed to precede them.

Resolved, That everything associated with the business of education should be cheerful and exhilarating to the mind of the young.

Resolved, That corporeal punishments should be seldom or never inflicted, and when they are determined upon as a last resort, they should be inflicted with calmness and affection.

Resolved, That children should not be long confined in school, and never longer than they are actually employed in it.

Resolved, That Teachers should never speak in a loud and angry tone to their scholars.

Adjourned to 1 1-2 o'clock P. M.

AFTERNOON SESSION.—Essays were read by Mrs. Phinney, Miss Young, Miss Sweney, and Miss Millikan.

The thanks of the Society were tendered to them, and W. M. Kilgour, J. E. Cobbey, and John Phinney appointed committee to solicit copies for publication in the papers. The convention then listened with much interest to an address by Rev. C. B. Campbell. The thanks of the Society were also tendered to him.

Adjourned to 6 o'clock.

EVENING SESSION.—Several resolutions were passed, one of them was to appoint a committee to prepare a copy of the constitution of this County Society to correspond with the constitution of the State association, to present at the next meeting.

Adjourned to 9 o'clock, A. M.

MORNING SESSION.—Mr. Kelley was appointed committee to make arrangements for the next meeting, then passed the following resolutions:

Resolved, That the proceedings of this meeting be published in the Times and Investigator.

Resolved, That the thanks of the association are due to the Albany choir.

Resolved, That the next meeting shall be at Lyndon, on the third Thursday of October next.

Albany, April 21, 1855.

JOHN-PHINNEY,
M. W. KILGOUR,
J. E. COBBEY,
Committee on Publication.

From the Transcript.

LEE COUNTY TEACHER'S INSTITUTE.

According to adjournment and previous notice the third semi-annual session of the Lee County Teachers' Association commenced on the 16th of April, 1 o'clock P. M., in Union Chapel of the Lee Centre Academy. The President, Prof. Wright, was present and opened the session with some very appropriate remarks concerning the rise, progress, and probable destiny of Teachers' Institutes.

The order of exercises was reported as follows, viz:—

FORENOON.

1st, Religious exercises; 2d, Watson's Intellectual Arithmetic; 3d, Smith's Geography and Outline Maps; 4th, Written Arithmetic.

AFTERNOON.

1st, Algebra and History; 2d, Grammar and Parsing; 3d, Reading; 4th, Criticisms.

EVENING SESSION.

The Institute convened in the chapel and listened to an interesting and instructive address by Dr. Judd, and then adjourned after the order of addresses for the week had been announced by Vice President Haskell.

TUESDAY.

The Institute opened at 9 o'clock with religious exercises after which a motion was made and carried that two critics be chosen each morning to report at 4 o'clock P. M. J. L. Barker and

Sarah Barker were chosen for the day. The exercises of the day were quite interesting, particularly in the afternoon. After the report of the critics, the Institute adjourned to meet again in the evening.

WEDNESDAY.

Institute opened as usual at the appointed time. Nearly all the members were present. After the calling of the roll and religious exercises, Birdsall, Hitchcock, and Celestia Cochran were chosen critics for the day. The exercises of the day were quite interesting, particularly the exercises in grammar in the afternoon. The evening being wet, there was no address.

THURSDAY.

Met at the usual time and place. Members were all present. After the usual religious exercises, J. C. Barker and Augusta Peterson were chosen critics for the day. The exercises in mental and written Arithmetic were quite interesting, particularly during the latter, the recitation of which some novel and original views were presented to the class on the philosophical principles and arrangement of our modern Arithmetics by Prof. Frisbee of Buffalo Grove.

Exercises in the afternoon were as usual quite interesting, particularly the Grammar class. Adjourned after the report of the critics to meet for evening exercises at the ringing of the bell.

The lecturer was on hand in season, but the evening was inclement, and consequently there was no lecture.

FRIDAY.

The Institute convened. After religious exercises the Secretary found nearly all the members present. A motion was then made that each member be considered as a critic for the day; also that some resolutions relative to the election and duties of officers for the ensuing year be drafted and acted upon. After recitation of the class in mental arithmetic, according to notice given the previous day, the Institute proceeded to the election of officers. On this subject the following resolutions were offered and adopted, viz:

Resolved, That the School Commissioner of Lee County shall be President of the "Lee County Teachers' Institute and Association," *ex officio*.

Resolved, That the Deputy School Commissioner shall, by virtue of the office, be considered 1st Vice President.

Resolved, That the chairman of the Executive Committee shall act as Treasurer of the Institute and Association.

Resolved, That it shall be the duty of the President, Secretary, and Treasurer to determine the time when the Institute and Association shall convene, and the length of time sessions will be held, and to secure lecturers and teachers for the same. The Vice President, in case of the absence, negligence, or refusal of the President to comply with this resolution, shall have the power, and is hereby authorized in connection with the Secretary and Treasurer to call meetings of the Institute and Association, and to perform such other duties as are required by this resolution.

After the adoption of the above resolutions, the chair was vacated by Mr. Wright and filled by the School Commissioner, John Stevens Esq.

Prof. Wright was appointed Deputy School Commissioner for this County, and, according to resolution, 1st Vice President. Esq. Robinson of Melugins Grove was appointed 2d Vice President.

E. E. Lynn was elected Secretary, and J. C. Barker Treasurer and Chairman of the Executive Committee, Jas. N. Foy and Mrs. Stevens of Dixon were also elected members of the Executive Committee. After the election of officers came the recitation in written arithmetic, in which the principles of the roots were demonstrated, also other principles.

AFTERNOON.

Met again at half past 1 when some important questions were proposed by the different teachers relating to the theory and practice of school teaching. Some quite animated discussions arose on the different questions, which proved very interesting and profitable to teachers. Then followed an exercise in reading, conducted by Messrs. Powell of Peoria, and Osband, of Detroit.

The report of the Committee on resolutions was then called for, when their chairman reported the following, viz:

Resolved, 1st, That we consider the establishment of the Teachers' Institute, in Lee County and at Lee Centre, upon its present permanent foundation, as the forerunner of "better days" to the teachers, and as imperative declaration of the teachers and friends of Education in Lee County, that the standard of Education in *this* County at least *must be elevated*.

Resolved, 2d, That we regard Teachers' Institutes of great value to teachers; and that we believe the common schools of

this county, though quite as *good*, as the average of common schools in the State, yet as being far below what they should be, and what the spirit of the *age* demands.

Resolved, That we consider it the imperative duty of all the teachers in the County (*very* extreme circumstances only being an exception) to be regularly in attendance upon such means of improvement, and lend their hearty co-operation in the great and glorious work of educating and refining the masses.

Resolved, That in our opinion the teachers of this County who wilfully fail to improve the means so generously and nobly offered—no less generous than that of being offered “without money and without price,” is unworthy of the *title* of *teacher* and is by this body so considered.

Resolved, That we consider the use of tobacco, in any form, as subversive of the laws of health—as a polluter of the person, and as having a tendency to obscure the intellect; and further, that we will teach the students under our charge that such is the case.

Resolved, That the thanks of this Institute are hereby tendered to the public Lecturers who have responded to our call and so ably supported us in our endeavors to advance the cause of education.

Resolved, That the thanks of this Institute are due the citizens of Lee Center and vicinity for the interest they have manifested for us not only in contributing to defray the expenses of the Institute, but also for their attendance, which for the season of the year, was very good.

Resolved, That the School Commissioner shall be requested to grant certificates during the sessions of the semi-annual Institutes, and at no other time unless in extreme cases.

Resolved, That we believe each and every teacher in the State should use his or her influence to support the “Illinois Teacher,” and should be a subscriber.

Committee, { J. C. BARKER,
Miss E. CRIPPEN,
“ E. HILLS.

After the separate adoption of the preceding resolutions which called out some remarks, especially the 4th and 5th in which Mr. Powell took part, and spoke in highly commendatory terms of the Institute, and the standard of education in Lee county, a petition drawn up by Mr. Stevens was then circulated among the teachers for their signatures, requesting that petitions asking the Supervisors to notice our Institutes and donate

sums from the county treasury for their support, be circulated in the different parts of the county for the signatures of teachers and friends of education.

Prof. Wright made some remarks, speaking of the circumstances under which our Institute was held this spring, noticing the present basis and prospects of the Institute. He assured those present that our next session would be better than any preceding one had been; and such will undoubtedly be the case, for we believe it to be now on the *right plan*, and it will be arranged by the officers to be in the right time; notice of which will be given in due season. Adjourned.

EVENING SESSION.

The Association convened at the appointed hour, and the weather being favorable a large audience was present. Mr. Powell's address on the subject chosen, "Duty of the State to foster the higher Institutions of Learning," was listened to with marked attention and interest; and when concluded, a motion was made by Rev. S. Hitchcock, and supported by Rev. Phelps that a committee be chosen to wait on Powell, and request a copy of the address for publication. Dr. Ingalls, Revs. Phelps and L. Hitchcock were the committee chosen, and after consultation with the speaker, reported favorably.

There being no further business before the Institute a motion was made and carried that we adjourn with the determination, *if living*, to have a superior session in the fall.

PROF. S. WRIGHT, Pres.

J. C. BARKER, Sec'y.

PHYSIOLOGY.

Extract from the Pennsylvania School Journal.

Melancholy indeed are the facts which the statistics of life and death disclose; and gladly would the philanthropist draw over them the veil of oblivion, and hide them from our view forever. But this were treason against the human race. These gloom inspiring facts should be proclaimed, not only in the populous city but wherever, even in the wilds of the wilderness, the solitary pilgrim pitches his tent.

These statistics inform us that "almost a fourth part of the

human family die before they are one year old,—more than one third before they are five years of age, and before the age of eight, more than one half are consigned to the tomb.”

Dr. Woodward, late of the Massachusetts Lunatic Hospital, says: “From the cradle to the grave we suffer punishment for the violation of the laws of health and life, and half the deaths that occur among mankind, arise from ignorance of these natural laws; and a knowledge of them would diminish the sufferings incident to our present state of being, in very nearly the same proportion.”

If, then, the great importance of this science be admitted, where is it to be taught? In our high schools, academies, and colleges? Most assuredly it should; and they prove recreant to their duty if they neglect to impress its principles upon the minds of all who resort to them for instruction. But this will not suffice; for how few of the half million of youth, who are now receiving instruction within the limits of Pennsylvania, ever enter these loftier walks of knowledge? Confine this study to these Institutions, and its precepts, like the laws of Draco, will be read by the few, but passed unseen by the many. Where, then, we repeat it, is this great exponent of our physical constitution to be expounded, where is this “Science of Life” to be studied? Would you suspend it like a taper in some favored localities, to light the few that may happily gain admission there; or should it not, like the light-house, flash its fires afar over life’s ocean, to warn every mariner of the quicksands and breakers, the shoals and rocks, by which his “bark of life” is endangered? Should it not be like the sun, which pours its radiant beams over mountain and valley, hill and dale, cheering alike the rich man’s palace and the poor man’s cot? This question we think, admits of but one reply. It should be taught in our common schools. Why exclude it from them? Is it too abstruse to be comprehended there? Far otherwise. It requires neither depth of intellect, nor maturity of mind to comprehend its principles. He who created the body and established the laws by which it was to be governed, did not make them so intricate as to require that deep penetration, and those habits of long and patient investigation, which the well disciplined mind alone possesses. No, to argue this would be an impeachment of his goodness. He has placed them within the reach of even a child’s comprehension. We fearlessly assert that, aided by well executed plates, such as those which have been published by Calvin Cutter, M. D., children of from ten to sixteen years of age, and of no more than

ordinary talents and intelligence, are capable of comprehending all those principles of Physiology on which a sound constitution depends. On this subject hear the testimony of H. Mann, (Mann's Lectures on Education—page 102,) "I saw last year in the public town school of Northampton,—under the care of Mr. R. M. Hubbard,—more than a hundred boys, from ten or eleven to fifteen or sixteen years of age, who pointed out the place and gave the names of all the principal bones in their bodies, as well as an anatomist would have done; who explained the physiological processes of the circulation of the blood and the alimentation of food, and described the putrefactive action of ardent spirits upon the delicate tissues of the stomach. Now such boys have a chance, nay, a certainty, of far longer life and far better health than they would otherwise have; and as they grow up, they will be far less easily tempted to emulate either of the three cockney graces,—Gin, Swearing and Tobacco." Now are these sons of Massachusetts more highly gifted than the sons of the Keystone State? If Physiology can be understood in a public school in Massachusetts, can it not be understood in the public schools of Pennsylvania?

DEATH OF PROFESSOR RAY.

Professor Ray has long borne a high and useful part in the promotion of science and education in the West. With a mind quick, and of great earnestness and power, and indomitable perseverance, he mastered what he attempted, and infused his own energy into others with whom he was connected. His death will awaken sorrow in the hearts of many now in high and honorable positions, whose minds have received their tone, and much of their power from him. If it be the mark of a great mind to be able to give form, direction and force to other minds, and prepare his pupils for great actions, then was Professor Ray a great man; and if to have devoted a life-time of energy and incessant labor, all to purposes most useful to his age and country, denote a good man, then was Professor Ray a good man, and entitled to be remembered with affection and regard, by his contemporaries, and by those who are to come after him.

At a special meeting of the Union Board of the Cincinnati High Schools, the following resolutions were unanimously adopted:

Resolved, That in the death of Dr. Joseph Ray, the Principal of the Woodward High School, this Board recognize the loss of *the mind* whose genius and character have been distinctly and permanently impressed upon the Academic and High School education of our city, and whose influence both as a teacher and an author, has been long felt and gratefully acknowledged throughout the country.

Resolved, That in common with the numerous pupils whose minds have been moulded by his mind for honorable and useful positions in life, with the pupils yet in the schools who are still enjoying the fruits of his faithful labors, and with all lovers of sound learning and true science, this Board mourns the loss of Professor Ray.

Resolved, That in his death the community has lost not a *scholar* merely, but a decided and efficient friend of his kind—a truly good and great man.

Resolved, That this Board deeply sympathize with the afflicted family of the deceased, and that they be presented with a copy of these resolutions.

The funeral services were attended on the 18th ult., by a large number of citizens: the School Board resolved to attend in a body, the Alumna Association of the High School passed a similar resolution, and the High Schools, and all the senior departments of the Public Schools were dismissed to give the pupils and teachers opportunity to attend.—*O. Jour. of Education*.

OUR JOURNAL.—We regret to be compelled to announce in this number, that unless the teachers in the various parts of the State immediately exert themselves in adding to our list of subscribers, that the publishers will be compelled to suspend the publication of the "Teacher," until a sufficient number of subscribers shall be procured to warrant its continuation. Fellow Teachers, shall it stop? Shall it discontinue while a little effort on our part will render it permanent and place it beyond the reach of failure? Let the universal response be *no*.

Not receiving the contributions for this number from the monthly Editor, we have been under the necessity of filling it out ourselves.

THE ILLINOIS TEACHER.

Vol. 2, No. 5.] NEWTON BATEMAN, EDITOR OF THIS NUMBER. [June 1855.

For the Illinois Teacher. THE MARTYR SPIRIT.

When a truth has become venerable—full of years and honors, like a gray haired man, it is gathered to its fathers. We raise a splendid Mausoleum, sing anthems in its praise, and perform masses for its quiet repose. So have we glorified and buried the Martyr Spirit. It is full of years and honors, but it is *not dead*. It had its birth when the first effort was made to reclaim the erring and bless the suffering spirit. It will not die so long as one is miserable who can be made happy. Deity could not accomplish his plan for giving *life* to the *dead* with suffering for man! The great Legislators and Teachers of man have sat in dungeons, not on thrones! Their crowns have been woven of thorns. The incense offered them has been the blazing faggot. But is *he* only a martyr who lays his head on the block, embraces the stake, or wears away a weary life within the cold, dumb walls of the prison? No! it is more difficult to *live* for others than to *die* for them! Stern self-abnegation and earnest working love make martyrs. The *spirit's* blood is more precious than that of the *body*—the spirit's agony a more costly sacrifice than physical suffering! The martyr spirit may look from the eye, speak in the voice, and mold every thought and deed, when no headsman's arm is bared, no faggots are piled, and no lion prowls around the bloody arena! Ye, who think you could raise a tranquil eye to the thousands seated rank above rank, assembled to amuse themselves with your agonies, and meet with a stout heart the shaggy mane, red eyes, and white fangs of the

famished beast, enter the school-room, meet the uncontrolled passions of your pupils with a kind and manly heart and subdue them! Look with a calm and pitying eye on the prejudice and darkness of those who, through wilfulness and ignorance, would thwart your dearest plans! *For*, the noblest martyr is he who lays the neck of his pride on the block, chains his selfishness to the stake, and turns the dungeon bolts on his evil passions. Who purifies and ennoble himself that he may have power to exorcise the demons that reign in human forms? Who brings his naked spirit into painful and loathsome contact with obstinacy, stupidity, and vileness, that he may subdue, arouse, and purify! Such men wrought out and clothed in flesh the principles that are the strength and glory of our nation. Such men brought and planted those principles here, and such men must nourish and guard them, or the life and beauty of this mighty empire will change to loathsome corruption! So says philosophy by unanswerable inductions. So says history in terms awfully solemn and sepulchral, for her voice comes up from the tombs of buried nations. So says revelation, speaking in startling trumpet tones from Sinai, and earnest, sorrowful, melting accents from Calvary.

We begin to appreciate the importance of the living teacher, amid the elements that are making up the destinies of this people. The problem, "how we may best educate," is *the* great question of the day. Each state is striving to outdo the others in the wisdom and generosity of its provisions. Each large city boasts that its public schools are as good or better than those of another city. We wish to give the office of the teacher the dignity of a profession. We get up Normal Schools and Teacher's Institutes to instruct him *how to teach*. Through the various appliances for reaching the public ear, we try to persuade the people to yield him the high place he deserves to occupy. This is all right, and it will be long ere these things are accomplished. But the labor of educating the scheming head and throbbing heart of this young and rapidly developing nation, is too vast, too continual, and too difficult, to be accomplished on usual business principles—"so much money for so much labor and invested capital." Untold wealth may be expended to bring teachers and pupils together under all the advantages that art can devise. The strong arm of the law may even compel attendance; but our mighty efforts will only be a magnificent failure, if the teacher, though perfectly qualified and surrounded by all possible outward helps, has no better help *within* than the desire to rise in the world.

There must be some stimulus to nerve the teacher's flagging powers stronger than gold. There must be some motive more omnipresent than the thirst for glory. There is no motive that can so arouse the soul to shake off its sloth and folly, and give it such honest faithfulness, such strong faith, such cheering hope, and such untiring patience, as the overmastering wish to bless others. The teacher must be clothed with the martyr spirit as with a garment. It will sooth his jaded nerves, check the burst of impatience. It will pour the golden light of hope into the darkest future. It will change to precious forms of beauty the most perverse and deformed spirit with which he comes in contact. It will do all this when gold is hateful and fame a gossamer.

Teachers of Illinois, would you know the secret of success in your all-too-little appreciated labors? Behold *it in this spirit*, which will make you remember yourselves only as you can pour light and love into the heads and hearts of your pupils: which will be a sun, rising on your darkest night, a sure reward when salary and honors fail; which will give your brain a power, your voice a tone, your eye a magnetism, which shall mold the plastic spirits under your hands into forms of strength and beauty—strong as immortality, and beautiful as perfection! L.

For the Illinois Teacher.

LONG TERMS AND LONG SESSIONS.

Among all the follies extant, there is not, perhaps, a greater than that of shutting up young children in a close, crowded school room, for some six hours per day, for nine or twelve months in the year, under the pretense of giving them an education.

For what did God make the sky, the ocean, the mountain, the cataract, the wood, the lawn, the meadow, flowers, birds, breezes and babbling brooks, if not to be seen and lived among, and be, in fact, at least a part of the great educational influences of the human mind. Why did He not make some great, overgrown teacher's desk, and place it in the centre of the Solar System, with a giant pedagogy, book-ended in hand, enthroned thereon, instead of the Sun; and build all around huge piles of brick and mortar, wood and logs, called school houses, instead of this mighty display of glory and power, this ethereal beauty of our

blessed green earth, sun, moon, and stars, if school houses and school rooms are so much better than all God has made as to fit them to become the sole educational forces of the human mind.

I have no doubt of the great and indispensable necessity of good teachers and good schools. But still there are some things which I have seen in this wide world of ours, which lead me to suspect that God made both children and men for some other use than to sit on a wooden bench and look at cotton paper, streaked with lamp-black, and plastered walls, covered with cob-webs and fly-specks, on a hot summer's day, under pretext of getting an education. It makes one think of the old maid that went down cellar and sat all night on the pickle-tub to get religion. She fancied she had got it, but the world soon found out that it partook quite too largely of the sourness of its origin to be of any human use.

I have seen many a scholar, a superb scholar, from the schools in the towns, kept in school the whole year round, and I have seen scores of boys from the country, that could not get to school more than from two to three months in the year, inferior in book learning at twenty-one, it must be confessed, but vastly their superiors in intellect and force of character, and all that constitutes a truly great man at forty.

Where are the great men who have made their mark upon the ages, who drew their early inspiration from the school room for nine or ten months in the year, instead of from Nature? Will you be so good as to write out a full list of them, as the world would like to know who they are. For myself, I do not remember to have ever heard of a great scholar who was also, in the highest sense, a truly great man. Their necessary habits of life always infest them with some miserable littleness, that ever afterwards clings to them, and their posterity after them, like a scrofulous disease.

The fact is, such idolatry of mere intellect, mere scholarship, is as mean and absurd as the kindred idolatry of wealth; and, like it, necessarily engenders vicious habits and tendencies, both of body and mind, which more sensible men justly despise. And as to which is more to be despised, the mere pedant, the mere book-worm, or the mere miser, it is not needful here to decide.

It is enough here to say that any child, by remaining in school from three to six hours per day for six months in the year, can get all the knowledge of books that any human being ever ought to possess; and if the remainder of the time is usefully and virtuously employed in healthy out-door industry and recreation,

will make far more of a man, and in general not less of a scholar, at forty, than those who spend all their youthful days poring over books.

Especially in our warm billious climate, six months in the year or eight at most, is as long as any child ought to be confined to books and the school room, and it is as long as any teacher, who is good for anything, can stand it to teach them. True, any man who hates work and loves to sit still, can sit twelve months in a school room as well as anywhere else, and is worth just as much there as he would be on any other block or seat in the woods, and no more. But a man, who knows how to do his duty in the school-room, and does it, will wear himself out faster by teaching six months a year than the same man will by twelve month's hard labor on a farm. I know some of the teachers of this State, and I mourn to see so many of the best of them, giving evident signs of such an over-taxing of their nervous systems as will send them to the grave, or compel them to change their vocation before many years; especially when I reflect, that all this wear and needless toil does no good whatever to the children, but is a positive injury; nor, indeed, to any one, unless it be to a few parents in our villages and towns, who are too avaricious or too lazy to take care of their children at home, and keep them properly employed, and therefore must have them in school to get them out of the way.

I hope the friends of Education in Illinois will not cease to discuss this nuisance of long sessions and long terms, till both the ignorance and selfishness of parents are so far removed that they will be willing to listen to the voice of Nature and the voice of God, so far forth, as to be willing to uncase their little ones, at least, during the four hottest months in the year.

COMMON SENSE.

For the Illinois Teacher.

COMPOSITION CLASSES.

BY DR. SAMUEL WILLARD, OF COLLINSVILLE.

The teacher who calls upon his scholars to write compositions is sure to hear; at the very outset, the objection offered by the pupils, "I don't know anything to write about;" and if a subject

is suggested, there arises the further complaint, "I can't say anything about that, for I don't know anything about it." Nor are these mere whimsical fancies. The scholar finds in his books magazines of information, and feels his emptiness in the contrast; and in his reading lessons are models of style, whose elegance he recognizes, but cannot hope to attain, and scarcely dares hope ever to imitate. His thoughts he knows to be vague and ill-defined; those which are clearest are so familiar that he undervalues them; and furthermore, he cannot perceive any connection between them such that he may write them, as various threads are joined in the figured web. At the age when he should begin to study the art of expression, he cannot perceive the subtle bonds that link thought to thought in order and logical connection, and he feels as little competent to marshal his isolated thoughts in due arrangement, as a faint-hearted captain to bring to order half-tipsy militiamen on the afternoon of a battle-day.

He needs liberal help at first. Give it freely. If he is to write of facts, let facts be indicated to him, or supplied, or their sources pointed out; then his labor can be put upon the point where at first it is most needed, namely upon the expression of his thoughts; when some facility in this has been gained, and some confidence in his own power, he can be sent out to seek not merely a fitting form, but appropriate matter, upon an indicated subject; and when he finds that matter abundant, and that thoughts, words and style are not far to seek, then he will no longer need the suggestion of a subject.

The choice of subjects merits careful consideration. There are strong reasons why teachers should avoid for the pupils of common schools all abstract, abstruse, fanciful and imaginative subjects, unless some peculiarity of the individual mind allows or demands them.

Abstract thought is not natural nor easy to young minds.—Our earliest thoughts are simple perceptions of single things, and we rise by slow degrees to the more abstract and general ideas. It is a long time after the infant has taken the first step above simple perception and remembrance—rich is, to name individual things,—before he can understand the generalizations that are implied in the use of adjectives; still longer does he comprehend and use such words as *some* and *all*; later still does he grasp the idea of number, and the use of personal pronouns is a yet much more remote achievement. All these advances are successive steps in abstract thought, in the use of general terms; and he first shows consciousness of reasoning, that is to say, of

the relations of cause and effect, and of means to ends, when he has learned to ask—"why?"

In school we must notice constantly the same class of facts. The teacher is constantly presenting to the pupil individual things, making him perceive individual facts, thence leading on to general considerations and then by way of practical application reviewing the mutual relations of generals and particulars in various cases. First the individual instance; then the rule or principle; then the two together, the case under the principle, and the principle of the case. We begin in order of nature with facts and instances and ascend to principles.

It has often surprised me to see the difficulty which is experienced by some good scholars in following abstract reasoning even of the simplest kind; namely, the mathematical. Yet I can sympathize with it, having experienced the same difficulty when undertaking a new branch of mathematical study in my academic education.

Children and people, of simple and unschooled minds, delight in individuality. Hence they love best those stories and histories, and ballad poetry, which give incident and not philosophy or sentiment. They are taught by fables, parables, apt anecdotes, and appropriate instances.

Yet they at some period of life have a season of sentimentalism, when they revel in tales of passion, and gloat over exaggerated delineations of strong emotion. This period of life is apt to be about the same time when pupils are writing compositions. Of the full play and intimate nature of human passions they know only by report, for that time has not yet come to them; but they have dreams of grandeur and magnificence equalling that of oriental tales; of courage and valor outshining all heroes of history: of unrivalled generosity and magnanimity; of eternal friendships, with martyr-like self-sacrifices; and of virtues yet unapproached by human efforts; and when such visions float in their minds, they feel disposed to write of them from aspiration and admiration.

But this should not be encouraged. The rule of truthfulness is as imperative in literature as in morals. Falshoods are as hollow, unsightly and ridiculous in the exercise of a school-girl as are the insincere flatteries and fantastic inanities to which she has eagerly listened as they fell from the lips of some gas-pated admirer for an evening. If the boy will write of courage and high honor, let it be of that which he has witnessed, recognized, and admired, or which has truly swelled his own heart, and not of

some soaring balloon of his fancy. If they will speak of the beauties of nature, let it not be something foreign to the experience of the writers, and told in phrases culled from the columns of a newspaper novelette, but let it be that which has arrested their careless eyes as it beamed from the flower, hovered over the landscape, or flashed from the gorgeous fairy-land of a sunset sky.

Urge upon them truthfulness and the simplicity of truth, and let them wait for the language of passion until they have felt its ardent power, and for the array of argument until they have learned to marshal the forces of reason. If you would purify the taste of your pupils and win from their hands the trashy novels now so abundant, you must make them feel the value of truth and sincerity and the beauty of simplicity in literature, and you will have gained your point; and a potent measure will be found in the rhetorical training which teachers can give.*

It will be seen that I would recommend, for practice in composition, those themes which deal with facts; considering them preferable to all others, until the pupil has sufficient power and experience to treat those of a different class. Following the order of nature, as a child's first mental development is that of his perceptive faculties: after which, his rational powers are trained, while the full development, balance and control of his sensibilities and passions is postponed to later years, so I would let his first compositions treat of things most easily perceived and understood, and lead on by degrees to the argumentative, emotive, and imaginative themes.

In the suggestion of subjects for composition, and in the subsequent management of the composition class, composed entirely of pupils untrained in this exercise, I have adopted the following plan, with the practical operation of which I have been much pleased, and which I offer by way of suggestion to those who may find in it some useful hint, or who may have in charge pupils to whom it is suitable. It is specially appropriate to beginners.

It is well said by Mr. Boyd, in his *Rhetoric*, that it matters little what the subject taken by the pupil is, provided he is interested in it; that condition secured, he can make it the body to be clothed in the garments of his thoughts, with the fashion of his style. The chief point is to take such a subject that the pupil can be brought to its level, and made so well acquainted with it that he can write about it as confidently as he can speak of the road from his home to the school house.

I select a subject which can be made an object of investigation of the simplest sort ; upon which it is not necessary for the scholar to feel or reason much, but upon which he can report facts, connecting with them any general statements, reasons, expressions of feeling or opinions that may be called forth. (As examples of such subjects I name these: the Valley of the Mississippi: Valley of the St. Lawrence: 'Geography and History of Pennsylvania: Spring: Cotton: Wool: Silk: Discovery of America: Invention of Printing: when the school had visited an exhibition of a "Picture of New York City," I gave them for their next subject "New York City;"—in fact it was this occurrence that led to the development of my new plan.) This subject I give to all the class who are to write at one time. After it has been announced a few days, I call the class together, omitting some lesson or recitation if necessary to obtain sufficient time, and give them a sort of lecture on the subject, presenting a full view of it, stating things known, suggesting thoughts, indicating sources of information, and specially noticing anything remarkable, curious or interesting. It has repeatedly happened that when a subject was announced I would see upon the faces of some of the class an expression of disappointment or discontent, as if the theme were so dry and uninteresting that nothing could be made of it ; but the lecture without fail gives me attentive and interested countenances. Something new to them all is sure to be brought up.

In order to give this lecture I generally prepare a brief or statement of the topics mentioned, in some appropriate order ; this aids me in remembering what I wish to say, and links the several parts of the subject in some definite arrangement. I usually give this brief to the class, leaving each to select from it such points as suit himself ; it is so full that no one will attempt all its contents. If during the writing of the composition they have any question to ask, I render them all the information possible.

Oftentimes, however, always with those who are but beginners; instead of the brief I write out series of questions, the answers to which will form the composition ; and these questions I vary in number and fullness of import according to the ability of the pupil to whom they are to be given. As an illustration I copy two lists of questions used on the subject of "Silk." I had been taking up the different materials of clothing, and the class had already written on "Cotton" and "Wool;" so that the questions do not include many things relating to the manufacture of silk which were similar to those already told of the other articles.

The first set of questions indicates the principal points of my lecture of instruction: it was given to the most able pupils of that class, while the second set was given to the least able, and different ones to those of intermediate ability.

1. SILK.—Is silk an animal or a vegetable production? By what is it produced? Describe the silk-worm. Upon what is it fed? What kind of climate is required for the raising of silk? Describe the manner of feeding and tending them, and the course of their growth. How do they spin the silk? What do you call the ball which they spin? What change does the creature undergo in the cocoon? Do silk raisers allow this change to be completed? Why not? How do they prevent it? How do they get the end of the thread to unwind it, and how do they wind it off? What is the silk called after it is wound off, and what is then done with it? What is made of it?

What people first manufactured silk? Do you recollect at what price it was sold in ancient Rome, about 1900 years ago? [This question alludes to the historical fact of its being sold for its weight in gold when first brought to Rome.] Into what country in Europe was its culture first introduced? When? Into what countries has it spread? Why could it not be raised in England? Where is it now chiefly produced? Where is the best sewing silk made? Where are most silk goods manufactured?

2. SILK.—Is silk a vegetable or an animal production? By what is it produced? How large is the worm, and of what color? On what are the worms fed? How do they spin the silk? What does the worm change to? How do men get silk from the cocoons? In what countries is silk chiefly produced?

The composition written by the recipient of the last paper was of course short, but it was real work to him to prepare it. When a paper has been prepared like the first one above, it is easy to prepare those intended for inferior writers by selection from the first one; and as several will have to use the same set of questions, the pupils can themselves copy the questions which they are to use, at the direction of the teacher.

I have been pleasantly surprised to find in what degree this plan excites the pupils to study. I often find in the compositions things which I have not myself known, which they have obtained "from a book at home," or from some person with whom they have talked about it. Father and mother, uncle and aunt, the boarders in the house, and the library, are made to contribute what they can to the instruction of the class. It is a great gain

to interest them in independent investigations. Their regular lessons they learn from the text books, and never look beyond them; but when they thus study a subject they set no boundary to their inquiries. And when it has happened that I did not afford the usual lecture, and the subject was one the materials of which were easily accessible, the class have hardly missed my aid.

I find it, moreover, a good exercise for the teacher. It may impose additional labor upon him in preparation, but if he can so spend the time, and his classes are improved by the labor, in the end he will find it a gain, even in the matter of true economy of time. But he must himself study his subject thoroughly and with interest, or he can not communicate either knowledge or zeal to his class. And it is often good for him to review and re-investigate even an old and familiar subject; still more is it beneficial to extend his knowledge into regions previously unexplored by him, and add to his own acquisitions while assisting his scholars. And my experience warrants my saying that it creates an additional bond between myself and my scholars. They know that I study my subject carefully to be able to give them information fully, and they are thankful for it. And new thoughts, and new views for myself, and the gratified faces of my pupils reward me for not a little labor.

WHO IS THE GOOD TEACHER, AND HOW DOES HE TEACH?

The Teacher makes the school. The most perfect school-laws; the most intelligent and appreciating community; the amplest pecuniary endowment; the most suitable and well-appointed buildings; the most learned and faithful Boards of Directors and Trustees; text-books and apparatus of unsurpassed fitness and perfection: pupils of the utmost docility and of the finest natural abilities; all of these combined and under the best conditions of success, can not make a good school, under the hand of incompetency.

It was a favorite military maxim of Phillip of Macedon, that an army of stags with a lion for a leader, was better than an army of lions under the lead of a stag. This quaint metaphor wears a decided point in the matter now under notice. A finished scholar and thorough-bred teacher on the platform, with a

troop of asses on the benches of a school-room, is a far more hopeful combination, than an ass at the desk and prodigies for pupils.

Doubtless in all professions, much depends upon the guiding mind—in ours, all depends upon it. A good teacher is the first and only essential condition of a good school, and all the examinations and visitations, and premiums and pompons reports and atrocious twattle of amateurs and demagogues and office-hunters, can not materially affect the result.

The path of the teacher lies remote from the din and strife of the political arena; remote from bales and casks and all the whirl and excitement of commerce and trade. It is his to sit at the fountain head of mental and moral life and give direction to the dawning energies of the soul. A hand, a foot, a stone, a clod may determine the course of the rill in those far mountain peaks of the West, but who can stem the fury of the turbid Missouri? I believe there is no office on earth, the duties of which demand for their highest fulfilment, a circle of endowments so peculiar and so rare.

And first in this almost magic circle, is *self-control*, the absolute and habitual subordination of the temper and passions to the rule of the judgment and conscience. Without this, let a young man aspire to the bar, the bench, the senate, or even the pulpit, if he will, but never let him cross the threshold of the school-room. We teach not alone by rules and precepts and recitations. A single look may daguerreotype its baleful passion-lit fires upon the young heart into whose warm depths it flashes, clear as the pictures of the sun, and never to be wholly effaced. A single tone, hoarse with anger ill suppressed, may utter its revelations of character to the surprised and quick-discovering minds of youth, and all the teacher's moral power be lost in a moment. I know the temptation is great; the little sources of irritation sometimes almost intolerable; but if it costs a right hand or a right eye, the teacher must not, for his life, he must not yield to them. A single unguarded expression may do incalculable mischief—may shake the foundations of character and confidence which it has taken years to establish. Who has not seen the look of wondering inquiry turned upon him, when for the first time he has let slip the hasty word? And then the half revery, the mental conflict going on in that young mind, followed by the troubled look and the altered manner? And who, as he has felt himself thus shorn of his wonted power, has not been plunged into the very depths of humiliation—almost of despair; and gone

forth at the close of the day to weep tears bitter and scalding it may be, *as did he who denied his Lord? Happy, thrice happy he who has not thus fallen—sad, doubly sad, the future of him who, *having* thus fallen, has *not* thus repented.

A second link in this golden chain is *firmness*, an uncompromising tenacity of purpose in the discharge of duty—of all duty. Planted upon the rock of justice and right, carefully considering and adopting the wisest measures, when he has chosen his course, the teacher must be changeless as the sun. Demanding nothing but what is right, he must submit to nothing that is wrong. The obedience required must be prompt, exact, and unvarying. Unawed by the clamors of ignorance and prejudice from without, deaf to the importunities, entreaties, and tears of loved pupils within, he must move right on in the path of duty, through every obstacle, with unbending persistency of will. This course alone can give energy to his government, unity and harmony to his instructions, dignity to his own character, and ultimately secure the respect and confidence of both pupils and parents. While a partial and temporizing policy must inevitably result in the overthrow of discipline, the subversion of the most wisely constructed system of instruction, the loss of the powerful reciprocal moral effect of such an example upon the pupils, the loss of self respect, and the ultimate loss of the honor and confidence of those very pupils and parents whose whims and caprices were thus sought to be conciliated.

The true teacher must possess and manifest a warm and genial nature. The kindness and sympathy of his heart must live in his countenance, beam in his eye, speak in his tones, and pervade all his actions. It is hard to *seem* all this, if these sentiments have not a *real existence* in the soul. He who has not a genuine love for the young, who cannot sympathise in their little hopes and pleasures and trials, may well question whether he has not mistaken his true vocation in assuming the duties of the school-room. The whole air and manner of such an one will be constrained and formal and uncongenial; the electric sparks will not leap from heart to heart; the magnetism of conscious sympathy will not be felt; the warm outgoings of generous young minds will feel the shock of repulsion, where they looked for attraction, and will speedily be withdrawn. A chill will settle down upon the school-room, which no unfelt words of encouragement can warm into life. It is amazing how quick and powerful is the electric contagion of light in the eye, and sunshine in the countenance when generated by light and sunshine

in the heart. Teachers are the arbiters of cheerfulness and brightness in their little republics, to an extent too little appreciated. All are influenced more or less, involuntarily, and almost unconsciously, by the lights or shadows upon the brows of those with whom they associate. This is especially true of children. They catch the dominant expression and interpret it almost as quickly and accurately as does the mirror the form of the object presented. Many a teacher has wondered, at the close of a day of unusual listlessness and fog and irritation, what strange spell had come over his pupils—little dreaming that the cause of all was the absence, in the morning, of the charm of his own encouraging smile and manly cheerfulness. Cheerfulness is always attractive—in the teacher it as *a duty*.

Another element of success is *humility*. This may excite, in some, a smile of incredulity, or even of contempt. There are some I know, who in their pride and ignorance, feel abundantly "sufficient for these things," who dare to rush in "where angels fear to tread." Not so he, who truly appreciates the work he has to do. *He* feels that he is tracing lines upon immortal tablets—that he is limning upon celestial canvas—that he is robing the deathless spirit in drapery which it must wear in the skies—that he has to do with that which will live beyond the hour of doom, and range forever the eternal shores. He knows that his work, be it good or bad, will survive when the stars shall fall, and the visible heavens shall be no more. The waves of forgetfulness may roll over the ruins of dead empires, and their grandeur and glory be known no more: the insatiate tooth of time may feed upon the centenary marble, till column and statue and obelisk sink undistinguishable in the dusk of ages—but no Lethæan tide shall ever overwhelm the moral fabric that rises grand and stately beneath his forming hand, no tooth of time shall rend or mar the portrait which he is painting for the gallery On High. No other sculptor has a work like his. What place has pride before a task like this? In view of its magnitude and difficulty, who, that truly comprehends himself and his duty, can think himself "sufficient for these things?" The true teacher will be a "fool" before God, "that he may be wise"

Again, no teacher can be eminently successful who is not clear in perception, and prompt and decided in execution. Perhaps in no one thing do teachers, otherwise equally well qualified, differ more than in executive energy and force. In the school-room, many things often demand attention at the same time—*two* things; almost continually, the recitation and the order of the

room. Beside these, innumerable little interruptions and nameless difficulties are liable to be sprung upon the teacher's notice at any moment of the day. Woe to him and to his school whose mind is in the fog and whose ideas run crossways in times like these. The decisive moment comes and goes like a flash, leaving no time to pick the flint or dry the powder, and he who has these duties to perform *then* will find, when at last he fires, that he has only shot at the spot where the game *used to be*. A glance of the eye must suffice to reveal the state of the room at any moment, for this is all the teacher has to spare. And when some petty trouble arises, the mind must dart through the tangled web like light—the right thing must be said at the right moment, and the whole case disposed of in a trice, or it will be too late. He whose eye and ear are always five or ten minutes in advance of the verdict of his judgment and the sentence of his tongue, had better mount a dray rather than a teacher's platform.

No teacher is fit for his work in this day, whose *scholarship* is not accurate and thorough, and at least respectably extensive. The more varied and enlarged his attainments the better, for there is scarcely a department of human learning from which he may not draw with great profit, even in the Primary School. The most thorough and carefully improved college course is scarcely adequate for the teacher who has before him a just conception of the nature of his duties, and whose aim is to tread the higher walks of his profession. It can at best but fit him to enter upon his apprenticeship in the science and art of teaching. I will not say that a knowledge of the Classics is indispensable to success, but he who is ignorant of them, labors under disadvantages which he can hardly appreciate, and which no other acquisitions can fully compensate. Especially is this true in relation to the science and philosophy of Language. It is simply impossible for him to appreciate the primal force and compass and beauty of the English tongue, who has never drank at the fountain heads, whence nearly one half of its original words are derived. The modern crusade against the Classics is as shallow and absurd as it is suicidal to the highest interests of sound learning, and one in which no true teacher will be found enlisted. As well might he conspire to burn the arsenals of his native country, and then expect her armies to be put in panoply for war, and prate of his patriotism.

A good knowledge also of history, ancient and modern; of civil, political, and statistical geography; of the standard English classics; of poetry, eloquence, and art; of the science of

agriculture and the mechanic arts; of botany; of the elements of linear and perspective drawing; of the constitution and laws of the United States and of the several States: of commerce and trade, cannot be dispensed with, if the teacher would be fully equipped for his great work.

But while the teacher's preparation should be thus *extensive*, it is a matter of far higher necessity that it should be *thorough* and *accurate*. The former is essential to the highest success, the latter, to any success at all. There is no point so vital in importance as this. A failure here is inevitably fatal. The outlines of knowledge should be so clean cut, so sharply and boldly defined upon the horizon of thought, that each statement of a principle, each enunciation of a fact, shall fall from the tongue with the stamp and ring and precision of a coin from the mint.

No partial knowledge, no half-way insights, no misty views can secure this—nothing but the broad daylight of certainty. He who cannot emerge from the twilight, who seems ever to be at least in the penumbra of doubt, whose thoughts are tangled and turbid, may succeed in throwing a sublime mystery over every subject he touches, but in nothing else. Some men seem in a special sense to be “ever learning and never coming to a knowledge of the truth.” Now, what can be more disastrous than for a youth to receive his elementary training under such a mind as this? Nothing clear, nothing certain, no order, no system, all vagueness and fog; the poor boy's brain becomes an aching receptacle of mere isolated facts, without connection or relation; an assemblage of fragments and fractions and fictions and follies cemented with fog and consecrated to chaos!

Call such a youth educated! He is cruelly *wronged* and irretrievably *ruined*, and will go through life like a scare-crow, with his learned rags and literary tatters flaunting and flapping and streaming in the wind, like the cackling, gobbling, crowing, quacking, screaming, chattering brood of some unlucky old hen who was treacherously made to set upon a nest containing a specimen egg from every bird under heaven. It is a bitter wrong thus to blast forever all hopes of sound scholarship. I say forever—for all hopes of retrieving these early years of mischief and error, are vain. The foundations of accuracy and method and order, must be laid in early life, or they will never be soundly established at all.

But again: He who is imbued with the true spirit of the teacher must subordinate all else to his high vocation; he must enlist *for the war*. Filled with something of the spirit of an

inspired teacher in another and, if possible, more sacred office, he must be ready to exclaim, "Wo is me if I teach not." It need not be said that he who enters our profession temporarily, and as a means to some ulterior end, cannot achieve the success he may covet. He will bring to his work a divided purpose, much of his energy will be absorbed in the contemplation of those future plans, to which his present employment is but secondary—while from the very nature of the case, all generous enthusiasm, noble aspirations, and earnest self-consecration will be wanting—and these are among the very prime conditions of success.

As to him who speaks of teaching as a stepping-stone to something *higher*! he has yet to learn the very alphabet of the dignity and grandeur of that profession which he affects to despise, but of which he is unworthy, and to which he is a disgrace. The grand object of education is to evoke the slumbering energies; rouse the latent powers of the mind and soul, implant or awaken new and higher aspirations, point the youthful spirit to a nobler career of usefulness and virtue, raise him to loftier conceptions of the glory and dignity of true manhood, lift him above the low, the selfish and the groveling, and tell him of the better life, the purer joys, the sublimer destiny to which he may aspire.

Who can measure the power of one faithful teacher over those trusting ones whose immortal activities he has thus awakened? How many joyless children of sorrow and poverty will look back in after years to the school-room, and to the words of kindness and cheerfulness and hope which there fell for the first time all glowing with love, upon their hitherto insensate ears, beckoning them on in the path of fame and honor, and in their hearts bless God for that brave teacher! Take courage, associates! Long may your noble words lie buried in the heart, but they are not dead, they only slumber—in coming years, long after the sod is green upon your bosoms, it may be those words will sound again like "trumpet calls from the buried past," and your labors will not be in vain. What if your names be not borne along by the acclaim of admiring thousands, and senates never thrill beneath the spell of your eloquence—be faithful to your sacred trust, faithful even unto death, and then in an assemblage more august than aught of earth, in tones sweeter than the plaudits of men, more potent than the decrees of thrones and senates, the Eternal King will call your humble name, place upon your brow the starry crown, and hail you, "Well done good and faithful servant!" Teachers! will not this suffice?

Let us magnify our office—there is none nobler. Our profes-

sion, not only as it *should* be, but as *it is*, need not fear a comparison with any other, in all that challenges the respect and veneration of good men—in learning, refinement, energy, and skill. “There is many a man, at this moment, the head of a school, and occasionally the sport of fools, and the sneer of unwhipped insolence, who is fit to be their master and teacher in legislation and statesmanship, as well as in morals, literature, and science.”

In the language of another, * “Could we evoke from their Classic shades, their Parnassian heights, and their Academic groves, the mighty masters of the Teaching Art, a convocation would assemble such as earth never saw!”

In that wonderous assembly, kings of the earth would themselves be awed, before a sublimer majesty, and stand uncovered in a more august presence! Sages of the world, venerable with the ponderous lore of hoary antiquity, and severe in the gravity of all philosophy, and grand in the ineffable dignity of thought, would there be seated in the solemn sanctity of gods, a second Roman Senate, to strike beholders with awe! There would sit masters in all departments of science and literature! Men would we there who, in the depth of retirement, had prepared laws for the government of the world! men who had abstracted and condensed principles for all that is startling in discovery, admirable in invention, useful in practice! authors whose talents and rare genius had crowded libraries with tomes on all profound metaphysics and abstract thoughts, and all morals; and, at the same time, had scattered “thoughts that breathe and words that burn” over the leaves of ever-changing periodicals! and who, stooping from their loftinesses, and staying, in a flight through purer air, had furnished the school-room with books by which children and youths could be trained in knowledge and religion! Behold there also men, the parents of legislation! whose theories have been reduced to practice by their disciples, mighty statesmen and lawyers! Behold there, in short, men to whom the world owes nearly all that is valuable and lasting in sciences, arts, law, medicine, divinity, war,—in all things.

That persons more or less incompetent and unworthy may be found in every department of teaching, from the meanest hedge-school, to the noblest university, is true. It is also true, that many crowd into the humbler walks of the profession, because they can do nothing else; some, too, out of indolence, suppos-

* B. R. HALL,

ing a few shillings can be picked up there without bodily labor : some from worse motives. But medicine has its quacks, law its pettifoggers, divinity its fanatics, and teaching has its pedagogues. Such fungi and poisonous accretions, black and foetid. are not, however, the stately tree itself to which they adhere. They may indeed, for a while, conceal the tree ; but when they are scraped away and removed, the beauteous symmetry of the columnar trunk appears.

Be it remembered, weeds spring and flourish only in suitable and neglected soil. In a truly enlightened, liberal, benevolent, discriminating community, quackery could not live !

"Like people, like priest," applies to teachers as well as to parsons ; and the "poor pay, and the poor preach" are comrades in teaching as in divinity. When a society retails hackneyed jests and worn witticisms at the expense of an honorable profession, they are either too deplorably ignorant to know good teachers exist, or too miserly to pay their just price.

But while blur and blotch deface the profession, and more especially in the inferior grades, it is happily true, that in those grades are men of noblest genius and talents. Men are there who, after a severe and laborious apprenticeship, shall one day stand forth pillars and columns of matchless excellence and grandeur. Let them bide their time. Their light may now be small, but it is true and certain ; and at length it shall burn a sun in the moral and intellectual firmament.

Be assured that they "shall reap if they faint not."

For the Illinois Teacher.

STATE NORMAL SCHOOL.

BY PROF. S. WRIGHT.

As the cause of education is steadily advancing and receiving additional attention, a demand for better teachers is made in many parts of the Prairie State ; and it behooves the Teachers to take some practical steps to supply this demand and to further the great object of Educational reform. Northern Illinois, and perhaps the whole State, is more alive to the general diffusion of knowledge than could be expected in a new state. The citizens

in mass are ready to put their shoulders to the wheels of educational movements as soon as judicious plans are formed, and men of experience found to put such into execution. The narrow views of education that have been witnessed in all places, in times past, are broken up, and the true end of intellectual culture, which is, "to unfold and direct aright our whole nature," is beginning to be considered in a favorable light.

The field is open and means at hand for its immediate improvement; all that is deficient is the proper persons to conduct or superintend the noble work of establishing and conducting schools that are in place with the progressive strides of all else around us. Teachers worthy of the exalted station, properly fitted for the calling, have now before them a wider field for doing good, than the battle field ever presented for fame and distinction. It has often been remarked that no calling, "especially one subject to so many external depressions," that was so poorly rewarded as that of the Teacher. But such is not the case in this state at present, nor never would be if teachers were always qualified for their station. This is evident from the salaries that are offered for competent instructors. To superintend and instruct Graded District Schools, six, eight, ten, and even fifteen hundred dollars salary have been offered during the past year in this state; there are few if any of the other professions that demand more. But from the fact that our schools are so often taught by a class who resort to the school-room to replenish an exhausted purse, or those who think it will be easier to *keep school* than to perform any other kind of labor, a low estimation of the teacher's service is had, and justly too; and yet a concentrated action of the friends of the common school will change such a state of things, if directed to the purpose of fitting teachers for their places.

Much more is required than a knowledge of the letters of the various sciences for a successful teacher—he must know *how* to *teach*, and should understand *how* to secure that degree of *order* that is essential to success; he should know how to classify and discipline a school. And where shall he learn these essential qualifications for a teacher? Where can he obtain that culture which is necessary to fit him for a living teacher? The knowledge of books can be obtained at our Seminaries and Academies, but the *art* he has to learn by experience that is too often sad; and methinks many of the teachers of Illinois can endorse the confession of Dr. Channing in a reply to a communication respecting Normal Schools. He said: "I have felt, as you well

know, a deep interest in their success (Normal Schools) though, perhaps, you do not know all the reasons of it. I began life as a teacher, and my own experience has made me feel the importance of training the teacher for his work. I was not more deficient than most young men who pass through college. Perhaps I may say, without presumption, that I was better fitted than most to take charge of a school; and yet I look back on no part of my life with so much pain as on that which I gave to school-keeping. The interval of forty years has not relieved me from the sorrow and self-reproach which the recollection of it calls forth. How little did I do for the youthful, tender minds intrusted to me? I was not only a poor teacher, but, what was worse, my inexperience in the art of wholesome discipline led to the infliction of useless and hurtful punishments. I was cruel through ignorance; and this is the main source of cruelty in schools. Force, brute force, is called in to supply the place of wisdom. I feel myself bound to make this confession as some expiation for my errors. I *know* the need of a Normal School. I speak not from speculation, but sad experience. But, indeed, does it not stand to reason, that, where all other vocations need apprenticeship, the highest of all vocations—that of awakening, guiding, enlightening the human soul—must require serious preparation?"

Has not the State of Illinois arrived to a favorable time in her history, for the establishing of a "Seminary of Learning" that will have for its main object the elevation of the Common School? Has not the time arrived when the friends of such an Institution can act, believing our next Legislature will favor such a course if properly presented? I am one who feels assured that if the friends of Universal Education will agree upon some feasible plan, that provisions will be made for the establishing and maintaining a State Normal School upon a base broad enough that it may eventually have in connection the various apartments for preparing all who may wish to avail themselves of its advantages for the creditable discharge of the duties incumbent upon their chosen calling.

Lee Centre, May, 1855.

There are, in the States and Territories, white persons over twenty years of age, who cannot read and write: males, 389,664; females, 573,234. Total, 962,898.

From the Western Educational Magazine.

PUBLIC SCHOOLS ARE DEMOCRATIC IN THEIR TENDENCIES.

That was noble advice, and worthy of the departed statesman, Daniel Webster, who, when a wealthy citizen of New York, debating in his own mind whether he should send his son to a public or private school, asked his advice on the subject, promptly replied, "Send him to a public school, sir; if your son sits on the same seat with an Irish boy, they will both be the better for the association." This is true republican doctrine, or rather we should say democratic, not in the partisan sense of the word, but in a broad and national sense.

Public schools are truly democratic; for, by making the masses more intelligent, the sovereign power will rest in practice as it does in theory,—with the people, not with demagogues.

They are the levellers or equalizers of society: not on the agrarian system of enriching the poor at the expense of the wealthy, nor by pulling down the rich to a level with the poor; not by debasing the intellect of the gifted by withholding the means of knowledge and improvement, and destroying institutions of learning; but they equalize society by placing the means of education within the reach of all; by moral and intellectual culture, thus ennobling, purifying, and reforming the mind, and transferring the balance of power from the few to the many.

Hence, they are at war with the aristocratic principle; the two cannot breathe the same atmosphere: the one destroys the other. The aristocratic feeling cannot germinate in a public school, nor if transplanted there, can it flourish or survive. The power of intellect, cultivated and refined, rises above and tramples on the accident of birth or fortune.

The son of the cobbler who stands side by side with the son of the rich merchant, is conscious, by daily trial of intellectual strength, of his superiority in all except the accident of fortune, and, as day by day his faculties expand, he knows that an honorable career is open before him, if he is true to himself and improves the opportunities afforded him. The son of the rich man knows, too, that if he would retain his accidental position, if he would not be outstripped, he must labor, diligently, perseveringly, unceasingly.

The rich and poor stand upon the same platform, they sit in the same seat, they engage in the same sports, and the reward of merit is awarded to mental superiority and moral excellence, not to fortune or position in society.

By such association, children, from different portions of society, form a juster estimate of themselves and others; by comparison, they are able to draw more accurately the line or distinction between the extremes of society. The one learns, that wealth is not the greatest blessing; that it does not necessarily bring mental superiority or moral worth: the other learns, that the want of wealth is not the greatest evil; that it does not necessarily engender mental imbecility and moral degradation. Each learns to respect excellencies in the character of the other; to emulate each other in the pursuit of whatever is good or praiseworthy. Mutual attrition wears off the mutual asperities of character and disposition.

The judgment thus formed in childhood and youth, they will carry with them into mature years; forming a powerful auxiliary in breaking down those artificial barriers which separate society into discordant factions. They will know and appreciate true worth, whether found in the humble cottage, or in the lordly palace.

It is this democratic (we beg the reader to always bear in mind, that we do not use the word with a partisan signification) tendency of public schools, that forms their most interesting feature, and which should commend them to the attention, and warm support of every true lover of republican institutions. Let the public or common school now be cherished as one of the main pillars of our government, and posterity will render a verdict of approval to our wisdom; the future will demonstrate, that the stronger the hold this institution has upon the public favor, the more elevated will become the masses, and the less food will the demagogue have upon which to feed his ambitious hopes.

There are other considerations, in favor of the public school, which are more palpable to view, and more personal in their application and therefore more powerful in their influence; but we have brought this forward, appealing as it does more to the patriotic and less to the selfish feeling, because it is often lost sight of by the advocates of free schools.

We have another object in giving prominence to this consideration; we believe, strange as it may appear, that the opposition which the public school has met, has arisen on account of its democratic influence.

It is true, that few have dared to assign this as a ground of opposition; perhaps none have had the hardihood to give audible expression to such a feeling, but those, who, having risen from poverty to wealth by some fortuitous circumstance, have the shamelessness to openly lament, that we have, in our country, no

hereditary nobility. Notwithstanding, however, that this ground of opposition is seldom ostensibly put forward, yet it has exerted a secret and potential influence against the public school.

This institution appeals, therefore, to the patriotic of every class and every sect, for its support ; it appeals not to the sectarian who can see no good beyond the precincts of his own church : nor does it look to the bigot, who can find no virtue in any thing but a religious dogma, and is intolerant to every institution that does not bear the stamp of his own creed ; but beyond and above these, it calls upon those to sustain it, who, having an unshaken faith in the adaptation of democratic institutions to human wants, cherish an ardent affection for them, and labor to perpetuate them.

J. D. L.

From the Western Educational Magazine.

THE GRAMMAR STUDENT'S INVOCATION.

Ye stars that shine so softly bright
Upon this world of joy and woe,
Pour your most brilliant rays of light
On Grammar lessons here below.

Ye winds now roaming through the bloom
And fragrance of a sunny clime,
Now raging in the fell simoon,
Now whispering to the northern pine,

Awake! and from the topmost height
That crowns the hill of science, blow
A storm of knowledge, else this wight
Will never any Grammar know.

ANON.

There is a striking disparity between the number of persons who neither read nor write in those States respectively, where the common school system prevails, and those which provide no such privileges for their youth. Massachusetts, for instance, with a population of 994,504, has but 1,861 native-born adults who are thus illiterate : while Virginia, with a population less than one-half greater, shows 77,005 whites in the same ignorant condition. Louisiana, with a population of 255,491 whites, shows 21,221 natives who do not read nor write, against only 30,670 in New York, which has a white population of 3,048,325, nearly twelve times as great as that of Louisiana.—*N. Y. Post.*

From the Western Educational Magazine.

THOROUGH INSTRUCTION.

Many years ago while conversing with a successful and distinguished teacher, he remarked, that the great secret of successful teaching is, "to give short lessons and require perfect recitations." The truth of the observation is so nearly allied to an axiom that it will readily command the assent of every intelligent teacher; and therefore needs no proof. That there is a great lack of thorough instruction in many schools is also equally evident to any one who has the interest, or who will take the pains to observe. Even in schools where there are great pretensions to thoroughness we often find an indefiniteness and want of clearness in the conception of an idea, and consequently in its expression on the part of the pupils. They have an indistinct and vague idea of whatever topic is under consideration, which they vainly endeavor to embody in words. This is wrong; for it is no unimportant part of education that a pupil should be taught to think clearly, and express his thoughts with precision.

It is true, we cannot look for that comprehensiveness of knowledge in the youthful mind which we expect in the mature intellect; but we have a right to expect that whatever he attempts to learn, he shall learn well; whatever he attempts to do, he shall do well.

We will briefly advert to some of the causes why there is a failure in thoroughness of instruction.

In many cases the parents themselves are to blame. Anxious as they always are, that their children should make the greatest possible progress in their studies, they frequently urge teachers to advance them into studies, unsuited to their age or capacity, and totally beyond their comprehension. Indeed so urgent are they that they shall complete the whole "circle of the sciences" that they do not wait till they have made respectable progress in one study, till they urge them to another and another, till the mind, overtasked and over burdened, loses its elasticity, and fails thoroughly to accomplish anything. When a pupil has thus been permitted to enter upon too many studies, or to enter upon an advanced one before he has made sufficient progress in a preceding one, no faithfulness or ability of the teacher can make a thorough scholar. It is simply impossible. The intelligent and conscientious teacher knows this, and will apply the proper remedy; but we are sorry to believe, that there are teachers who encourage the evil. Desirous of gaining a temporary popularity

and reputation, they minister to the vanity of parents, while they sacrifice the best interests of their children. Teachers who pursue such a course, if honest, are mentally incompetent; if dishonest, morally disqualified for their duties.

This is not however the only cause of a want of thoroughness; there are other causes which more frequently operate to produce the same result.

In many cases, and perhaps in most cases, it is the result of the indolence, indifference, or incompetence of the teacher. To insure perfect accuracy of thought and expression in the pupil, requires on the part of the teacher, unceasing vigilance and care.

All pupils are more or less inclined to fall into a loose, and slipshod method of reciting; thus inducing a habit of mental slothfulness which unfits them for sound and healthy progress. So great indeed is this proclivity to a careless way of reciting, that nothing but the most untiring watchfulness of the teacher will arrest it. The indolent teacher, or one who is for any reason indifferent to the progress of the school, will let mistakes, inaccuracies, or blunders pass, with simply a correction, or even without any correction. Pupils who study for a length of time under such teachers, so far from progressing, will retrograde. They will proceed from bad to worse, till all habits of mental discipline are thoroughly eradicated.

We will take an example. Suppose that a class in mental arithmetic is reciting. The teacher gives a pupil a question. He commences the solution; but as he proceeds, he hesitates; the teacher prompts him; again he proceeds, and again halts; again the teacher prompts; and so on to the end. Perhaps the pupil is not accurate in the analysis, or mixes up bad grammar of his own with the language of the book, no matter; the teacher corrects his blunders, and the blunderer proceeds on his way rejoicing. Or perhaps the teacher becomes impatient and gives the question to another; and thus the matter rests. Let the same thing occur, day after day, and it is plain to the dullest comprehension, that the pupil will gain neither in knowledge or mental vigor.

It is no just cause of complaint against any teacher that his pupils sometimes make mistakes or even fall occasionally into gross inaccuracies, for this may be expected in the best of schools and under the best teachers; but it is a just ground of reproach, if the subject is allowed to drop, as in the example given, before it is thoroughly understood. If necessary, the pupil should go through the process again and again; and if one recitation does

not suffice, let it be recurred to the next day, and the next, and never lost sight of, till the victory is gained. Time thus spent is not wasted. The pupil who has in this way been through a thorough drilling, will seldom need a second. He will feel that he has gained new power to overcome future difficulties. Having once gained the victory after a long struggle, he again pushes on with renewed mental vigor and conscious power to meet and surmount other obstacles which lie in his path. One such course of severe discipline may give shape and character to the whole future life; it may give a consciousness of latent power which else might have slumbered for years or through life; it will teach a lesson of self-reliance, without which, education is vain.

Education to be really useful, must be thorough. Superficiality fills the mind, without expanding it; it furnishes mental food, but takes away the power of digesting it; it renders the possessor vain, arrogant, and boasting in words, but weak and powerless in action. Thoroughness always gives promptness, excites mental activity and self-reliance.

To be thorough, requires a clear and precise knowledge of first principles, a knowledge that can clothe itself in clear and precise language. In the first stages of education, or in the commencement of any new study, a foundation should be deeply laid in an accurate knowledge of first principles. They are the stepping stones of future successful progress, they form the rounds of the ladder, up which the student mounts to the heights of science. If there is a failure in this, no future labor can fully compensate for it. Let the teacher then, be ever watchful, ever vigilant. No error, no mistake, no blunder, is too small to notice. If a word is to be parsed, a sentence to be analyzed grammatically or rhetorically, a problem to be solved, let it be done with logical and precise language: at every step let a reason be assigned; let there be no wavering, no hesitancy. This may not always be done the first trial, or the second. If the pupil makes a mistake in the process, or in the language, or falters, let it not be passed over by simply a correction; for, if no other notice is taken of it, the same error will be committed again and again. The pupil should be rather led to find his own error, by a recurrence to first principles: and having discovered it, let him again repeat the process, until it be done without mistake, without faltering. It is thus that a foundation for thorough scholarship is laid. We are aware that this necessarily involves on the part of the teacher great labor, untiring patience, and unyielding perseverance; but time will bring an ample reward of suc-

cess to crown his toils. We know that there are those who affect to believe these things as trifles ; this constant recurrence to first principles, this incessant giving of reasons for every step, this never ending attention to trifles, as puerile and beneath their notice ; but let such consider that the world is made up of particles, each perfect in itself, forming a beautiful and harmonious whole. Were it not so, it would form a huge misshapen mass, and be as in the beginning, "without form and void." The sum of human life itself is composed of trifles, each apparently unimportant, taken alone, but in the aggregate, forming the character, destined to immortality. Language, that noble vehicle of thought, which has power to soothe, to charm, to arouse, to excite, to transform, is composed of letters, each one representing a sound which forms an integral and component part, without which, language would lose its beauty and power.

Let no one, therefore, delude himself with the idea, that while he is careless in the minor details of instruction, while he is loose in the application of first principles, or wholly disregards them, he will be more circumspect, more thorough, as the pupil proceeds into advanced studies. Such a belief denies Nature, for Nature teaches, that it is impossible to form a beautiful and symmetrical whole, while the integral parts are deformed or wholly wanting. Nature is ever true. If we follow her teachings, she will lead to truth. In her laboratory every atom receives a most elaborate finish from her skilful hand ; and the aggregate of atoms forms the brilliant and precious diamond, and all the most costly gems of earth ; so in educating and forming the immortal mind, let the first principles of knowledge and science, upon which the superstructure of education is reared, be accurately and truthfully instilled into the mind. When this is done, we shall send forth to the world a generation of thinking, reasoning, and self-relying men and women. J. D. L.

In the whole United States and the Territories there are 234 colleges, with 1,651 teachers, 27,159 pupils. Their total annual income is: From endowment, \$452,314 ; taxation, \$15,485 ; public funds, \$184,549 ; other sources, \$2,147,853—aggregate, 2,800,201.

From the Western Educational Magazine.

PREPARATION FOR RECITATION.

Many teachers seem to think (for we interpret their thoughts by their actions) that any preparation on their part for the recitations of the various classes, for whose instruction they are responsible, is quite unnecessary: thinking, perhaps, that they are already sufficiently acquainted with the subjects which they profess to teach, or trusting to their ready wits or impromptu thoughts for the solution of any knotty question, or unexpected difficulty that may arise, or with easy confidence, relying upon the text book, to explain its own meaning, to evolve light out of its own obscurity. It is possible, or rather I may say it is highly probable that indolence may prevent many from making that previous preparation for their classes, which their better judgment tells them is essential to a proper performance of their duties.

Such teachers, if they continue in the profession, will plod on to the end of their weary existence, content to be ranked in the third or fourth rate class; and most people will judge that the world is no better for their having lived in it, notwithstanding their profession opened so wide a field of usefulness.

There are others, and, we regret to say, we fear a numerous class, who, world-wise, in their own estimation, endeavor to justify their course by false inferences drawn from sound premises. They are employed to teach six hours: this they will do rigidly, exactly, to the sixtieth part of a minute; but no more. They will be scrupulously just, they will give the six hours to the full extent; but beyond this their time is their own: they will use it as they please. They stand upon their rights! like Shylock they stick to the letter of the bond. For Directors, Trustees or Parents, to exact more, is tyranny to which they will not submit.

There is a class of persons, who are significantly called "eye-servants;" in this class, we believe, we may justly place those who reason thus: they have no love for the profession, no desire for its advancement, and no just appreciation of their duties, and requisite qualifications to discharge them. They vote books upon education a bore, and they studiously avoid Teachers' Institutes and Associations, partly from want of interest in them, and partly from the fear of exposing their own ignorance. To such, we would say with plainness, and yet with all kindness, that they have mistaken their profession, and it would be better off without them than with them, and such will be the eventual

verdict of their employers, those to whom they measure out with such scrupulous exactness, the six hours, required by the bond.

It is true, that the teacher is required to teach but a stipulated number of hours; but it is *not* true, that this is the beginning and end of his duties. The hours of school are devoted to teaching, to arduous labor. To do this successfully, honorably, and faithfully, requires previous preparation. We do not mean by this that the teacher must necessarily have a professional education, for there are most excellent and successful teachers who have not received this; but we mean that every lesson, and every topic which is to be brought before a class, must be studied, critically examined, thoroughly mastered by the teacher, previous to recitation. The text book should be used as a guide to inquiry, not a staff upon which to lean; it will then perform its appropriate office.

In fact, so thorough should be the preparation of the teacher, that no necessity should exist of frequently recurring to the pages of the text book, for questions, answers, or explanations; for he should be able to discuss the subject under consideration—to ask questions, and give explanations, without the text book in his hand.

A teacher, thus armed at every point, will stand up before his class, strong in conscious power, commanding the attention and respect of his pupils, and giving a life, and vigor, and interest to recitation, which no other can. If teachers would thus prepare themselves, there would be fewer dull, listless, and, we may say, useless recitations.

Further, we should hear less complaint, that teachers are not appreciated; for such teachers will be appreciated, they will stand in the foremost rank, and command the highest rewards of their profession.

How often have we felt the blush of shame for the profession to see a teacher ask the written question, and then, ignorant of the answer, turn with eager eye to find it in the text book; ignorant of the lesson and wholly lost without the book. Teachers, who thus profess to teach what they themselves do not understand, degrade themselves in the eyes of their pupils, and if they do not lose their own self-respect, they certainly will not gain the respect of others.

We honor the profession, we honor the man or woman who is devoted to it; for it is a noble calling; but we hold afar off those who are *IN* the profession, but not *OF* it, time-serveres, eye-servants.

J. D. L.

From the Teachers' Magazine.

THE TEACHER'S INVITATION.

DELIVERED AT THE CLOSING EXERCISE OF THE N. I. M. S. TEACHER'S INSTITUTE—STURGIS.

A mountain erects its bold front to the sky,
Its roots a vast continent firmly embrace;
All radiant with sunshine its summit stands high,
Clouds and darkness cimmerian circle its base.

From the valley beneath as the clouds broke away,
I caught a faint glimpse of the glories above;
And the vision still haunted me day after day,
Till at length I resolved the high wonder to prove.

My toils were all shared by a guide of my choice,
As upward I climbed o'er the rock's naked form:
And I shrunk not with fear at the hurricane's voice,
Though oft I was chilled by the rough mountain storm.

On a summit above walked a band of glad youth,
Just arrived like myself from the valley beneath;
Their garments were soiled, but a deep love of truth,
Marked each gesture and act, and was borne on each breath.

As over this eminence fondly we rove,
And view with deep transports the glories around;
New guides are presented who point us above,
To an atmosphere purer than yet we had found.

Then upward unitedly turning our gaze,
We behold the vast mount still in majesty rise,
Resplendent with sunshine its pinnacles blaze,
As peak after peak brightly dazzles our eyes.

Soon equipped with fresh armour our march we renew,
These high ramparts to scale to pure regions of day;
Our banner and watchword we bear in full view,
Shouting, "Onward and upward, away, far away."

Far above on the cliffs which hang over our heads,
We behold other bands that before us have gone,
We mark with what firmness each skillful foot treads,
And the shout of their triumphing beckons us on.

Then, "Onward and upward, away, far away,"
Bursts forth from our ranks as we rush up the steep,
We climb the rough precipice day after day,
And o'er the high crags with fresh vigor we leap.

We arrive at our goal and new voices we hear,
As the morning stars join in an anthem of praise:
Enraptured we listen to the voice of each sphere,
And all nature unites a grand chorus to raise.

And we gaze far away though the regions of space,
And behold circling suns their vast courses fulfil;
We scan our own planet, and plainly we trace,
A Deity's footsteps,—the stamp of his will.

We look still above and the mighty of earth,
From their high beetling pinnacles beckon us on,

And the robes of their brightness proclaim their true worth,
While the laurels that crown them tell of victories won.

A "steam-car" bears FULTON aloft in the train,
And EDWARDS' lips glow with the truths they impart;
There FRANKLIN's right hand grasps the lightning's red mane,
And the flash of his eye rives the tyrant's gnarled heart.

And BOWDITCH suspends his magnificent scales,
And vast suns and planets triumphantly weighs;
The swift flying comet he faithfully hails,
And with his train's net-work in sportive glee plays.

And BURRITT still toils in his upward career,
His anvil we see, and his hammer and tongs;
And the voice of his forgings distinctly we hear,
As their music is wafted to listening throngs.

There ALISTON portrays on the face of the sky,
In the tints of the rainbow his own radiant form;
On a granite cliff seated, POWERS and GREENOUGH defy,
As they chisel their statues, the wild mountain storm.

With far reaching telescopes, mounted and bright,
Young MASON and OLMSTED trace the nebula's ray;
While WILSON receives with a young heart's delight,
The homage that none but a monarch can pay.

And keen sighted HITCHCOCK explores the deep beds,
Of the mountain's own adamant—bared to our sight;
While MORSE with his lightning steeds noiselessly treads,
O'er the mountain's rough back with the swiftness of light.

Enrobed in a vestment his nation bestows,
Sits HENRY, with ESPY the "storm king," placed near;
And the face of "the Old Man eloquent" glows,
As the Senators vanquished applaud while they hear.

Ontario, Indiana.

N. I. M. S.

OUR JOURNAL.—*Fellow Teachers*:—As the time will soon arrive, when many of us will be free from the close confinement of the school-room, to enjoy a few weeks of vacation, to what object can we turn our attention, that will result in more good to the cause in which we are engaged, than to swell our list of subscribers? As yet but little has been done, but the field is boundless before us. We *must* be willing to make sacrifices for the good of the future. As teachers, we toil not only for the present generation, but for the millions that will inhabit the great valley of the Mississippi when we have passed away. Who will send us in the names of the most subscribers? In Illinois there are more than three thousand Townships: and should even half the teachers take our Journal, it would place it beyond the reach of any embarrassment. Who of our number will do the most?

D. W., L. ED.

THE ILLINOIS TEACHER.

Vol. 1, No. 6.] D. S. WENTWORTH, EDITOR OF THIS NUMBER. [July, 1855.

For the Illinois Teacher.

A TEACHER'S TRUSTS AND DUTIES.

BY THE EDITOR.

We propose to treat of these subjects as they actually exist in our routine of daily labor, with especial reference to preparing the youths of our several charges, for manhood. To speak of the elements of character, without affecting any *metaphysical profundity*, but merely to indicate those qualities which go to make up the perfect *man*; by the term perfect man, we do not mean faultless; but by way of distinction call that man perfect who fulfills the *law* of duty—who is truest to the requirements of his position—who acts from principle instead of impulse or the love of approbation or gain—whose constant aim is the summit of life's great end. Such men there are, the very cement of Society is composed of such. They are to the church and state what the beacon and rudder are to the mariner on the great deep, not only a sentinel but a director; and their influence upon society is as essential to the perpetuity of our social compact as the frame is to the building, or the bones to the human body. Take from the community those in whom the element of honor, the principles of rectitude and humanity are the most largely developed, and doubtless we should lapse into a state of semi barbarism; might would make right.

These and such as these are the Teachers to give to society, who shall, in their turn, take the watch, be ministers of good, be the bonds of society and the braces that support the civil mechanism of the civilized world.

The Youth of the land is the material we have to mould and form into perfect men. No less important trust than this is intrusted to the teacher.

The idea that the youth of our land should learn those things which they are to practice in manhood should form the basis of our instruction. First in order should be placed the virtues, graces, and moral duties of life; and each scholar should be impressed with the individual responsibility which rests upon him as an actor in the moral drama of life, and the importance of those excellences of character so necessary to our race, and which may recommend him to the favor of our Father in Heaven. We should devote much time in laboring to show the beauties of virtue, the *manliness of truth*, the *sublimity of honor*, the happiness of *obedience*, as well as the external and internal rewards that attend upon the practice of them, both present and future, while *impurity* and *vice*, *falsehood* and *dishonesty*, *baseness* and *disobedience*, and malign passions are decried and held up in all their deformities. Diligence should be contrasted with sloth, neatness with slovenness, punctuality with tardiness, politeness with rudeness, the educated with the ignorant; all of which should be dwelt upon with all the calmness and solemnity that the importance of the subjects demands; always accompanying each lecture on the various subjects with such examples as will, in the most vivid and striking manner, illustrate the beauties of the one course, and the ruinous consequences of the other. The diversity of dispositions will compel us to call to our aid all the sagacity of which we are possessed; but with a full confidence in our ability to overcome, the most depraved inclination will yield. While we feel that the future condition of our country depends more upon the moral character and habits of our people, than upon their intellectual attainments, we should vigorously prosecute the work of moral culture. In saying this, we do not mean that the intellectual culture should be neglected, or that the intellectual community does not rise higher in the scale of moral being than the ignorant; but are ready to acknowledge that almost in proportion to the respective attainments of the one is the darkness and depravity of the other. Add to the mental culture, in all our schools, an equal amount of moral training, and what might not be expected? Personal observation tells us that the moral nature is sadly neglected and the mental overwrought. To form habits in the scholar of truthfulness, honesty, punctuality, order, neatness, and politeness; in a word, the love of duty should be the constant aim and endeavor of every

teacher. The character so essential to the true man can never be formed without these; the self respect so important to the gentleman will be entirely wanting where these do not exist as the basis of every action; in youth void of a development of these qualities there is nothing left but the baser faculties of the mind, to which an appeal can be made; no argument will reach such, except such arguments as grow out of selfish fear. I would urge this point with the greater force as it is one of the most direct means to enforce a direct and willing obedience which is so important to maintaining a thorough school discipline, to prepare the children of our land for obedient, useful and law abiding citizens. How essential the point of prompt obedience is, may be seen when we hear the parent repeat a command once, twice, thrice, before compliance. Children should be so justly dealt with as not to call in question parental injunctions. The most common outward civilities are too often omitted. Pupils allowed to enter the school room with hats and caps on, will stand with their heads covered in parlors and in the presence of ladies with as much ease and composure as though they were in a stable or tavern. From boys and girls living such a course *unheeded*, unchecked, we expect to see men and women, who, without a thought of propriety, anxious to leave church in the midst of the benediction and in the confusion of seizing hats, the banging of the pew doors, the minister or the most interesting lecturer is molested; all for no purpose but to gain one minute.

There is a transient and permanent side to all our mental attributes. So far as we habituate ourselves to courtesy because we shall be the better thought of by our friends and associates than if we are rude and rough we are cultivating only external habits, which will be thrown off as readily as we think a different course will answer as well. Such manners do not belong to our characters any more than our coats belong to our bodies. If, on the contrary, we are polite from an inward connection, that politeness is one of the forms of self respect and love to our neighbor, and we love politeness for its own loveliness and significance; our manners become a part of our characters, not a mere covering, but helps to form our manliness. As every personal accomplishment has its transient and permanent side, so has also every mental acquisition so far as we cultivate them to enrich and ennoble our natures, to elevate our understanding, to enable us to become wiser, better and more useful members of society, we are cultivating our characters—the *essence of our being*.

As Educators we feel the want of a more uncompromising

spirit in the parent; the parent must be made to feel how much depends upon an instinctive obedience; well would it be if all could feel the force of Mrs. Washington's reply when asked how she taught George to become so great a general, she said "I first taught him to obey!"

In all our laws and regulations we should have this finishing of the man in view. None should be prescribed as regulations merely; but their bearing, the end in view, should be so prominent that all can see that their habits in after life depend much on the observance of them and that they themselves will be the more willing subjects to our republican government. This heaven born idea of American Education should be the acknowledged duty of every American citizen. In short, man's whole duty may be said to be to teach and be taught. If this is the high end to which we are to direct our efforts, it is to us, as teachers, a question of the greatest importance.

Give me where to place a fulcrum and I will heave the world! said the philosopher. Give us a quota of well educated and well trained teachers, with the common schools for a fulcrum and they can shake the continent from centre to circumference. And so sure as like produces like, so sure such a class of teachers would reproduce and perpetuate *such a power* by calling out that latent talent which now lies buried. To borrow the words of the great and wise, "let us with caution indulge the supposition that morality can be maintained without religion; whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles."

I have endeavored to explain, what kind of education is called for, every where, by the condition of *man* as *man*. I am now called upon to determine in what way the education of the people is to be modified, by the spirit of the age and condition of our country. Our people are no less bent on change and revolution than formerly. They are no less fond of gain, and in a country where the chances of success are so great, the inducements to enlist in the hazardous speculations of the age, so flattering that they are constantly tempted to hazard their well earned name, character, all to chances of success, and the mind that ought to be given to virtue, industry, frugality, *worth* is constantly centred on the glittering fires of the future. In a word it may be said that the American motto is "every one for himself," which enters into all classes and stages of society.

Hence the importance of a well cultivated, and a strengthened

intellect, which shall be equal unto any emergency ; where laws are but emanations of the public, we need more intellectual culture and as a people we can hardly become so unless men acquire in youth a love of reading and writing and habits of thought. A great portion of their time spent in school on abstractions might well be spent on the origin, progress, and end of government ; a knowledge of the first *principles of politics* is all important.

Instruction in the elements of the sciences of government, a knowledge of those great truths and principles which first prompted the honest philanthropic hearts of our fathers, to lead the van in the struggle of liberty, which enabled them to endure the hardships and self-denials in order to lay the foundations of the liberties we now enjoy and to place as the land mark of liberty that institution which we, as teachers, are called upon to perpetuate, should be early given. No distinction in the method of teaching any branch, from the primmer to the sciences, from the tables to conic sections should be practiced ; one and the same principle is always to be relied upon, viz : *the adaptation of the manner of presenting the subject to the mind of the pupil.* No teacher should enter the school-room, or present himself at recitation, without being and knowing himself complete master of the subject to be taught. He should not trust to past knowledge, but every lesson should be reviewed immediately before an attempt is made to teach it. Unless the teacher has the subject systematically in his own mind, how is it to be expected that he can lead the scholar logically through a train of reasoning. If he has no end in view he will be left to blind chance for his conclusion, and it will be by chance, only, if the scholar gets a comprehensive idea of what the teacher should elucidate. Principles should be *taught* and leave the scholar to work or write out, and apply, as the case may be, the example, in and of himself ; when a scholar fails to solve the examples in arithmetic or succeed in writing out his sentences in grammar, the teacher may be assured that he has not fully prepared that mind for such examples, and he will do well to rehearse the same course, first taken, to prepare the scholar ; and if he does not succeed in giving him a full comprehension of the subject, then be assured that your explanations have been too high for the comprehension of that mind. Now the inventive powers of the teacher are called into action and some method must be discovered that will give him a full and comprehensive view of the subject ; when the scholar will at once solve all questions arising under that principle and eagerly await some thing new.

The reward of a teacher who pursues such a course, is that soon, very soon, he sees the very dullest of his class, start up as though a new light had sprung upon them, they will act with a new energy, and begin to investigate principles and truths for themselves. By the teacher's steadily pursuing this course he will avoid the too frequent error of imagining he is cultivating the mind properly and creating habits of thought and investigation while he is only cultivating his *memory*. I would not speak lightly of the importance of cultivating the memory; but contend that, that should be, and can be, the most advantageously attended to before the child is fitted for the grade of our grammar schools; for at that time the mind is plastic and more capable of impressions, and as he matures, his reasoning faculties begin to develop and should have proper food for sustenance and encouragement, or they will, like an unused muscle, relapse into a state of effeminaey. It is not safe to trust to our own judgment as to what the scholar knows, but the scholar himself must be the evidence that he not only knows, but that he comprehends the fact, *he must be the sole evidence taken*. How is that evidence to be taken and given? I answer from experience that the best method that I know, is by written abstracts; that is, require the scholar to give an abstract of the principle and manner of operating, for the last lesson on each and every subject, instead of the usual routine of review. Let it be a fixed principle that no subject shall be passed over without having been fully demonstrated and every reason for the rule understood. The explanation of the principle and manner of operating should precede the learning of the rule, then by carefully reading it the scholar will learn it understandingly, and the principle is taught the more easily, from the scholar's not having the *idea* that he knows the principle because he knows the rule. Every one who *teaches* has, no doubt, been pained to hear the manner of operating given for an explanation and as readily acknowledged by his teacher as *well done*; while the very same teacher is often the first and foremost in urging the necessity of being thorough; thus standing in his own light.

Would that there was more independence in teaching and less of being blindly lead by rules and explanations as laid down in our text books. Text books should be only aids, while the teacher should be the expounder of methods and principles. That course besides giving a deal of labor to the teacher, says one, changes what should be toil into a pastime. But this objection is only theoretical, and is never made by those who have tried it.

Teachers can not be too often reminded of the signal, beneficial effects, upon their pupils, of communicating to them collateral knowledge connected with the subjects of their lessons, though, if ever, rarely found in the text book. Such instruction should not be given only at set times, but *every recitation* should be *the time* for imparting such thoughts as will lead the scholar to a full and more comprehensive view of the subject.

If teachers would make themselves familiar with Miss Mayo's Lessons on Objects, Mrs. Hamilton's Questions, Wilmsen's Children's Friend, and similar works, it would be impossible for them to hear a recitation without being ready and earnest to bestow some of the overflowings of their minds upon the pupils. The school room would then cease to be a place of confinement but would be a pleasant resort; former gloom and dreariness would be dissipated, its duties would be pleasurable and the scholars instead of dragging into the school late, would, with cheerful faces, be always in season. Not only reason but experience proves that such a course is the best means of kindling in the breast of the scholar a desire for knowledge. When such a desire is once kindled the teacher instead of urging or dragging the urchin along has only to direct. Children love information and are inclined to it as naturally as the bees to flowers.

For the Illinois Teacher.

MUSIC IN SCHOOLS.

BY J. H. L. SLAYTON, TEACHER OF MUSIC, PUBLIC SCHOOLS,
CHICAGO, ILLINOIS.

That Music in Schools has a moralizing effect upon pupils is a fact beyond contradiction; and for children to be able to sing is certainly quite desirable. It is a part of their nature to be musical. These facts admitted, and the question arises, how shall children be enabled to develop those innate powers which they possess to be musical? The reply in a word is; let music be thoroughly taught in *all* our public and private schools. If this can be done by a teacher who is competent, the result will be both pleasing and profitable. Every city and organized town should make provision for musical instruction in schools. Per-

haps it might be somewhat difficult at first to procure musical teachers of the right kind; but in this, as in every other department of teaching, create the demand for musical teachers and the supply *will* come. The question is sometimes asked, *how* shall music be taught to children in school? We say, teach it to them as a science and an art. Teach them the first principles of musical notation with a degree of care and attention which will insure success. Combine the theoretical and practical part so that the two may go together successfully. *Never* teach children to sing by rotation unless absolutely compelled to do so. The child that is taught the principles of elocution will be able to read with facility and effect all the different styles of reading matter. So the one that is taught the first principles of music can sing understandingly, and with good effect, the compositions of different authors, and also be competent to judge of the comparative merits of different musical productions. If these facts are substantiated fully, then let children be taught to sing; yes, and be taught to sing understandingly, too. If they are taught in this way, our word for it, they will sing with the *spirit*; and many of those discordant feelings which now exist will be gone *forever*. Try it, all ye school inspectors. Ask for liberal appropriations for musical purposes, and you will have done a great good.

For the Illinois Teacher.

SUGGESTIONS TO TEACHERS.

Scrutinize carefully individual character as you have rightful opportunities; look into the families of your acquaintances; scan social life; take a searching, comprehensive view of community at large; examine trades, professions, church, and state, in all the various branches; seek the great universal *Need*.

Then take your way to your school-rooms, where, according to our light, we each and all labor faithfully; where, to a certain extent, and for a certain time, each is *supreme*. Look around upon those materials for future relations, and ask not merely what the Superintendent, or the Sub-Committee expects of you, but what does this need call for? What does conscience enjoin? What does the Judge of all require?

See to it that the habits you are fostering and strengthening, both of mind and heart, the *motives you are urging* are such as will be accepted at the bar of these tribunals. ED.

THE POINTS IN PROGRESS TOWARDS WHICH ALL EFFORT SHOULD TEND.

FROM PRIZE ESSAY, BY MISS. ELMYRA SEYMORE, BOSTON, MASS.

1st. Study from a sense of duty, whether it is preferred or not; because no time or opportunity should be wasted.

2d. Study from a wish to develop fully all the powers which have been given us.

3d. Study from a wish to make ourselves agreeable and useful to others.

4th. Study from a love of it.

1st. Obedience from a conviction that subordination is a duty.

2d. Obedience from the love of the individual in authority.

3d. Obedience from a desire to secure the best condition of the little community of which the individual forms a part.

4th. Obedience from an abstract love of rectitude, and a wish to experience whatever discipline will make better the heart and life.

In the Appendix (No. 1) of the Second Vol. of Washington's writings, fifty-seven rules are given. We extract a few of them.—EDITOR.

1st. Every action in company ought to be accompanied with some sign of respect towards those present.

2d. Be no flatterer.

3d. Show not yourself glad at the misfortune of another, though he were your enemy.

4th. Strive not with your superiors in argument, but always submit to others with modesty.

5th. Take all admonitions thankfully, in what time or place soever given; but afterward, not being culpable, take a time and place to let him know it who gave them.

6th. Use no reproachful language against any one, neither curse nor revile.

7th. Let your conversation be without malice or envy; and in all cases of passion, admit reason to govern.

8th. Gaze not on the marks or blemishes of others, nor ask how they came.

9th. Whenever you deliver a matter, do it without passion, and with discretion, however mean the person you do it to.

10th. In dispute, be not so desirous to overcome, as not to give liberty to each one to deliver his opinion.

11th. When you speak of God or his attributes, let it be seriously in reverence. Honor and obey your natural parents, although they be poor.

12th. Labor to keep alive in your breast that little spark of celestial fire called Conscience.

As I have recommended the writing of abstracts as a test of the scholar's knowledge, I will append one as written in my school by Frederick W. Youse, a boy of fourteen years of age. I give it verbatim, the punctuating, capitalizing, all as written by him.

ALLIGATION:—The word signifies tying together; but I propose to treat of the subject in a manner that will make the subject appear more intelligible than by the methods of linking.

When several simples, of different values, are given to find the average price, the process is called alligation medial. To get the average price of the compound, we get the value of the several simples; add them together, then find the number of lbs., bushels, or whatever the unit of denomination may be, and divide it into the value of the whole compound, and it will give the price of a pound or bushel, or a unit of the given denomination.

Alligation Alternate is when the price of several simples is given, and the price of the mixture, to find in what proportion the several simples are to be used, to make a mixture worth the given price. For an example:—A man has sugars worth 5 cts, 6 cts, 8 cts, and 18 cts a lb., and wants to make a mixture of 80 lbs. worth 8 cts per lb.; in what proportion must he use it?

The question may have a variety of answers, and one will be as correct as another. I will first make a trial with a certain number of lbs. of each sort. I will take

$$\begin{array}{rcl}
 10 \text{ lbs. at } 5 \text{ cts} & = 30 \text{ cts gain.} & \\
 20 \text{ lbs. at } 6 \text{ cts} & = 40 \text{ cts gain.} & \\
 20 \text{ lbs. at } 8 \text{ cts} & = 00 & \\
 \text{and } 30 \text{ lbs. at } 10 & = 60 &
 \end{array}
 \quad \left. \begin{array}{l} \\ \\ \\ \end{array} \right\} \begin{array}{l} \\ = 70 \text{ cts gain.} \\ \\ = 60 \text{ cts loss.} \end{array}$$

10 cts gain.

Now every pound I put in at the 5 cts, and sold it for 8 cts, I gained 3 cts, and on 10 lbs, I should gain 30 cents. And

every pound I put in at 6 cts, and sold it for 8 cts, I gained 2 cts, and on 20 lbs. I would gain 40 cts; and 40 cts plus 30 cts = 70 cts gain.

Now there would be neither gain or loss on that at 8 cts per lb., because he would sell it for its real value; but every pound I put in at 10 cts and sell at 8 cts per lb. would lose 2 cts, and thirty lbs. would lose 60 cts: now we see that the gain exceeds the loss by 10 cts; which shows us that I have taken too much of a gaining price, and too little of a losing price. In order to have just 80 lbs., if I take any out of one kind I must put in the same amount of another kind; now every pound I take out of the 5 cts sugar I lose 3 cts, and every pound I put in at 10 cts, I lose 2 cts: therefore, if I take a pound out of the 5 cts sugar, and put in one lb. of the 10 cts, I would lose 5 cts; and it would take as many pounds to lose 10 cts as 5 cts, the number of cts gained by the exchange of one pound, is contained times in 10 cts, the excess of gain, which is twice; therefore, if I take 2 lbs. out of the 5 cts and put in two of the 10 cts, the gain will equal the loss.

Now I have for the compound an answer of

8 lbs. at 5 cts	= 24 cts gain.	} = 64 cts gain.
20 lbs. at 6 cts	= 40 cts gain.	
20 lbs. at 8 cts	= 00 cts loss.	} = <u>64</u> cts loss.
32 lbs. at 10 cts	= 64 cts loss.	
		00

Proof by Alligation Medial:—The value of the whole mixture is \$6.40: now if 80 pounds is worth \$6.40, 1 pound is worth 1-80th of \$6.40, which is 8 cts—the required value.

As he said at the commencement, there will be readily found as many different answers, and each equally true, as we assume different quantities, at the onset, and follow the same course of reasoning.—Ed.

“WE PAY BEST:—1st. Those who destroy us—Generals. 2d. Those who cheat us—Politicians. 3d. Those who amuse us—Singers and Dancers. And, last of all, those who instruct us—Teachers.”

Peculiarity in the English Language:—A general complaint made by foreigners, learning the English language, is the frequent occurrence of the letters *th*, and the difficulty which they find in giving to words containing them their proper pronunciation. It is probably not known, even by those who are best acquainted with the language, how frequently this difficult combination occurs; and they will be surprised when told, as we were, upon ascertaining that in an aggregate of 3570 words, composing 27 extracts from many different standard writers, one word in every seven commences, includes, or terminates with *th*. This short paragraph, containing 110 words, includes 20, or nearly one word in five, with this peculiarity.—*Nat. Intel.*

EDUCATION.

The following extract on Education is from the French of Professor J. B. Angeliz, late of the Academy of Paris, and a converted Catholic, who has recently become a resident of this country. It is one of the most beautiful articles we have ever read:

“Education should follow Nature and aid it. How does Nature proceed? It acts slowly, and develops itself moderately in the different periods of the child’s age. Nothing forced; nothing violent; nothing precipitant. Thus ought Education to be.

“The soul of the child is not an empty vase, which receives passively what is destined to fill it. It contains a fruitful germ, proper to be developed. It has in itself a force and energy to assimilate to itself the principles which come from without. It is by the exercise of the natural faculties that they develop their highest degree of perfection.

“The mother commences the development. The father and teacher continue it. Social education finishes it.

“Physical nature reaches this end slowly but surely. It is not always so with the education of the child. Developed causes sometimes interrupt it. But education has, over Nature, this advantage: that man is submitted to its influence at nearly every period of his life, when physical nature has finished its work upon the body at perhaps twenty years of age.

“But one capital point should never be lost sight of. It is this: If a young man has been badly raised, he will not resist,

after he has reached the age of a man, the trials of life. If his first education has not solidly formed his character, settled his heart, enlightened his spirit, and his conscience, like furious tempests, these trials will overwhelm him."

If all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times, were to be collected together and made to bring their combined efforts to bear upon an individual, all they could do would be to afford the *opportunities* of improvement. They could not give him a single valuable thought independently of his own exertion. All that could be accomplished must still be done within the little compass of his own mind; and they could not approach this by a hair's breadth nearer than access was made for them by his own co-operation. Nothing short of a miracle can teach a man anything independently of this. All that he learns is effected by self-discipline, and self-discipline is the mind's own work. We are, under God, intellectually, the makers of ourselves.—*Selected. Michigan Journal of Education.*

From the Massachusetts Teacher.

THE DARK SIDE.

Written on a beautiful May evening, after being shut up in the school-room all day.

They talk of the joys of a teacher's life,
 And say 'tis a pleasant thing
 To watch the young mind with ambition rife,—
 To mark 'twixt good and ill, the strife
 In the young heart's wandering.

Well, be it so! there are drops of joy,
 But they're "few and far between."
 While troubles and trials and cares annoy,
 And thoughts of a fettered life destroy
 The pleasure so seldom seen.

When the sun shines bright in the azure sky,
 As in the sweet month of May;
 When the blue-bird and robin go warbling by,
 Then the teacher looks with a longing eye,
 To the woods and fields away.

Oh, were she free ;—were she only free
 To follow the winding stream ;
 To catch the sweet music of bird and bee,—
 To list to the voice of the mighty sea,—
 What bliss to her 't would seem.

But no! be the morning e'er so fair,
 Away must the teacher go,
 To her daily task of toil and care,
 Shut out from the pure and balmy air,
 While the hours move dull and slow.

And then, when her hard day's work is done,
 She steals away to rest.
 She cannot join in the frolic and fun,—
 All the buoyancy of life is gone.
 'Tis a weary lot, at best.

Cambridge, Mass.

S. E. W.

From the Ohio Journal of Education.

IMPORTANCE OF THOROUGHNESS.

Thoroughness--*thoroughness*--and again I say THOROUGHNESS is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned,—a general idea, not only how that subject should be studied, but how all subjects should be studied. A child in compassing the simplest subject, may get an idea of perfectness which is the type, or archetype, of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that when it is subjected to the trials and experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It was one of those *typhoons*, as they are called, which lay prostrate, not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of

all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable, that the tempest could not rend?* Who was the workman, *that worked under oath*, and whose work saved property and human life from ruin, otherwise inevitable? Could that workman have beheld that spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children you have trained. In the crisis of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unseduced amidst temptation, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

HORACE MANN.

The education of the entire rising generation by means of the public free schools is the noblest enterprise of the day.

EXTRACT FROM THE REPORT OF J. C. DORE, SUPERINTENDENT OF PUBLIC SCHOOLS, CHICAGO.

* * It has become an acknowledged duty of the public to provide Schools for the education of its children. And this implies a duty on the part of parents to see that their children attend school. The public, as a means of self-defence, has a right to demand it.

If then, when good schools are provided, neither the moral sense of the parents nor the inclination of the children proves sufficient to induce them to attend school, some law should be made to enforce their attendance. A Truant Law in some cities of the Eastern States, has had a wonderful effect in producing an appreciation of the opportunity of attending school. Such a law may appear objectionable to those who are very tenacious of their individual rights; but the public has rights as well as individuals, and it is an established law that public rights take precedence to individual rights. And education is the surest protection both to the public and the individual. It is in a very great degree, the prevention of crime, of which the individual is generally the direct object, and the public the indirect. It is stated upon good authority, that of 28,000 convicts in the State of New York during the last ten years previous to 1853, only 128 had received the advantages of a good Common School education. The above statistics show the saving influence of education and its imperative importance. More than 200 uneducated persons become convicts to every one that has received a common school education. Who, in view of such facts, will hesitate to acknowledge that our Public School System is the security of our institutions? and that the public has a right to demand, and enforce if need be, the attendance at school of every child of a school-going age, until a common school education shall be insured? Suffering children to grow up in ignorance is doing violence to the State. The train of evils attendant upon such a course can be seen, in degree, in courts of justice, schools of reform, houses of industry and prisons, but can be estimated only in part. Who can tell how many thousands that have constituted so many pests to society, rendering necessary policemen by day, and sentinels by night, and courts of justice through the year for public protection, would have made inoffensive and good citizens, had they possessed a good public school education? Who can number the murders perpetrated, thefts committed, crimes and misdemeanors of every name and nature, that never would have been, had

the guilty availed themselves of the advantages of the public schools?

The public schools, then, should be sustained not only as a political but as a philanthropic measure. Education is necessary not only for the public safety but for the happiness of the individual. Those of us who have sufficient education for practical purposes, read when and what we please; we write to our friends and write our accounts, we buy and sell and calculate the gain or loss, and think little of it; but what are the thoughts of him who can do neither, when he wishes to read, write or calculate? It is a great thing indeed to be able to read, write and cypher. A knowledge of the other branches of education taught in our public schools and much more is desirable, but so much is indispensable. In a country of free competition and equal rights, where "every man is heir to the highest honors of the State," a good education is indispensable to the full enjoyments of those rights. Places of honor, trust and profit can be filled only by persons qualified to perform the duties peculiar to such positions. It is in the Public Schools that the great majority of children and youth are to be educated, if they are ever educated. The question then comes home to every patriotic and philanthropic citizen, shall they be educated? And if they shall, how shall it be done? Shall it be by an inferior class of schools, which the more fortunate will not patronize, because they can afford to pay high tuition for a high order of private instruction, and which the less fortunate but proud spirited will not patronize, because they are the schools of the common people? Or shall it be in a class of schools so elevated, as to be worthy of the patronage of the whole community? Poor public schools give rise to two kinds of private schools; a very few of a high order and a great many of a lower order, instructed oftentimes by illiterate and irresponsible persons. The tendency of three classes of schools to teach children of the same age and attainments, who ought to have many sympathies in common, and who are to meet in future upon the same field of action, is far from democratic. Want is the mother of industry and enterprize, and those who in youth are incited to action by so powerful a stimulus, are quite as likely in maturer years, to occupy eminent positions, as those who were esteemed more fortunate in childhood. Nothing is more common than for the rich and the poor to change places. Plenty and penury are always next door neighbors, and for this reason, if for no other, there should be no invidious bars of distinction raised. Our public schools, therefore, should be of a high or-

der, and children of all classes should attend them. And then those little prejudices so common in every community, originating in assumption and envy, and having the tenacity of impressions imbibed in childhood, would disappear. No one will contend that children of the rich and the poor should not attend the same church or sunday school. Then why not attend the same primary or grammar school? Some doubtless fancy their children would become contaminated by improper associations. But good and bad children will not associate together from choice, when they are not at a loss for companions, with impulses and habits like their own. It is unnatural for children to be attracted by what is unlovely. The sense of the beautiful is as lively in the child as in the adult. Instead, therefore, of children subjected to proper home influences, becoming assimilated by association with those who are not, the assimilation would be on the part of the latter. These are not mere assertions without evidence. The public schools of Boston, New York City, and Philadelphia, are the pride and the boast of those cities respectively, and attended by pupils of all classes. And it has not been discovered that the children that attend those schools are becoming worse as a consequence, but on the contrary, the whole public school system of those cities, has been surprisingly elevated. There are now in the public schools of this city, as good children as there are out, and there are no indications of their becoming injured by public school influences. The tendency of the influence of such pupils is to fashion the manners and morals of others. And those pupils that cannot be influenced by the force of good example, form a distinct class, whether in public or in private schools, both from inclination and necessity. I am aware, that a prejudice must be overcome before certain persons can be induced to send their children to the public schools. But the time is not far distant when it will be overcome. The want of confidence in the public schools in the minds of many, arises from a misapprehension of their present condition and the degree of excellence to which they can and will attain. There is no reason why the public schools of this city shall not become as good and as popular as in any eastern city. Houses can be built after as good models, and can be finished as well, and the services of as good teachers can be obtained, and as for extent and beauty of school grounds, there is scarcely one of theirs that can compare with the meanest of ours. When our public school system shall be perfected by the addition of the High School; and the Grammar Schools shall begin to feel its influence as an abiding

stimulus, that private school must be good indeed whose patronage is not materially lessened. No individual private enterprise can compete with a public enterprise like that of public schools, when the system is perfected and properly conducted.

Union is strength. And when that union is effected by so philanthropic and sublime an idea as that of educating the entire rising generation, and assumes a visible shape in the form of public schools made excellent and attractive, which find an abiding place in the affections of the people as so many engines of order, progress and civilization, and the evident security of freedom, then that union becomes indissoluble.

The public school system is the result of the grandest conception of modern times, and may yet pass over the world shedding its benignant light so powerful as to remove every barrier between light and darkness, freedom and oppression.

The United States now show to the world the relation of public education to free institutions, and the energy and elasticity of a people who breathe a free political atmosphere.

In other countries, many men labor and few think; in our own, all labor and think at the same time. And labor dignified and directed by thought becomes inspired, and the hand gives form to the images of the mind; the arts are perfected and the laws of nature are investigated. The elements yield to such a combination of power and become submissive. Our educational system then is the lever that already moves and may right the world. Fulcrums are wanted at all the cardinal and intermediate points of the compass, and one of those points should be the City of Chicago, which stands at the very gate of the North west. To this city will come persons from the borders of civilization, seeking information on educational matters. This city, therefore, should so elevate the character of its public schools, as to become like a light set upon a hill, radiating with wonderful brilliancy throughout this Western World.

J. C. DORE, *Sup't.*

EDUCATION IN MISSOURI.—The abstract of the annual report of the Superintendent of Common Schools shows that within the sixty-five counties included in his report, there are about 200,000 between the ages of five and twenty years of age. Of this number 67,000 were taught within the past year, at an aggregate cost of \$200,000, the average number attending school being 20,000.

For the Illinois Teacher.

PRIMARY TEACHING.

BY THE EDITOR.

A too prevalent idea among parents and those to whom the interests of education are intrusted is, that the only requisite qualifications, for a primary teacher, are a fondness for children and ability to please. These certainly are important, but there is a more liberal, catholic idea, to be entertained of the primary teacher's duties than this.

Every parent who is interested in his children's education expects his son and daughter, too, to become cultivated, capable of entertaining enlarged ideas. They desire them to become reasoners, and to possess those requisites of character that will recommend them to public approbation; yet are willing to intrust them to unskilled hands. Forgetting that

"Just as the twig is bent the tree inclines,"

and that the most lasting impressions are made earliest.

The character of the man, as a scholar, depends more upon the instruction he receives in the primary school, than upon the character of the instruction he receives at the seminary or university. It is possible for a man to become a graduate of Oxford or Cambridge, and not have those qualifications which entitle him to the appellation of scholar; but it is impossible for him to receive proper instruction in his primary education and not know and feel himself possessed of a power of discriminating and judging of things real and in the abstract, that will give him notoriety as a man of letters.

The primary teacher occupies no insignificant situation; with him it rests, whether his pupil shall in after life be noted as a scholar; whether the subjects he pursues shall become a part and parcel of himself, or whether he shall be a mere vender of rules and forms.

Order and promptness in recitation are indispensable requisites in a good primary school; but the teacher who makes these paramount comes far short of doing the teacher's duty. He who compels a child to learn column after column of abbreviations, page after page of punctuation, without once trying to aid the little hero in his uphill road, by giving him instruction on the meaning of terms and their use, without inspiring him with the idea that he is not laboring in vain, will ten chances to one beget

a dislike in the child's mind for study, which will render him unlettered through life. How easy and how inspiring it would be to the child for the teacher, when it has learned that A. M. signifies before noon, to say that, writing on the blackboard, A is used instead of the Latin word *ante*, which signifies before; so A means before; and M is used instead of meridian, which signifies the highest point; or if a line was drawn over our heads in the form of a bow from the North to the South pole, when the sun was directly over this line, it would be in *our* meridian. Now since A signifies before and M the highest point over our heads, A. M. signifies before the highest point; that is, any time before the sun gets to the meridian. When the sun is in the meridian, it is said to be noon; so, we say A. M. signifies before noon. Then this will be a good time to teach the class which way is North, South, East, and West. The abbreviation P. M. is now easily taught, as the P. only remains to be explained, and so on to the end.

In like manner teach the figures; tell the class how X. came to stand for ten; how L. came to stand for fifty; IX for nine, while XI stands for eleven, etc. When they learn to make the figures, show them how the Arabs made them when they first introduced the notation.

Let it be a fixed principle not to pass over a single subject, without having the assurance that the child fully comprehends his lesson. Be careful that the fact that additions when the amount added in each or either denomination exceeds nine, contains the principles of division and reduction ascending; while subtraction when any figure of the subtrahend exceeds the figure of the same denomination of the minuend, involves the principles of reduction descending. And that division is of two kinds, one having the number of parts given to find the size; the other, having the size given to find the number of parts; and that the terms, long and short division are only methods of operating. Such or a similar method of instruction will show quite different results in our primary schools. Think for one moment of the absurdity of conveying to the mind of a scholar an idea of Geography by the definition given in most of our popular school geographies, viz; Geography is a description of the earth's surface. What is the earth? It is a planet. One would suppose the child to have studied *Astronomy*, and knew their relative distances and time of revolution, or the term is meaningless. To show the result of teaching Latitude and Longitude by the definitions as given in our school books, I once asked a class how large they

supposed the lines of latitude and longitude to be. One answered, as large as a large rope; another, more philosophical than the first, held up his hand and appeared earnest to answer. He said they ought to be as many times larger than the lines on the map as the earth is times larger than the map, and concluded that they were at least ten feet in diameter.

Nay more. A class of teachers, at a teachers' institute, was once asked by one of their number, when he had written upon the blackboard the word chair, if the word he had written on the board and the chair, which he held in his hand, were the same; when more than half answered, yes. Thus, we see, that "The child is the father of the man."

How is reading to be taught as a science, except the elementary sounds of which the words are composed are fully understood, and can be clearly enunciated. If every primary teacher would give particular attention to the sounds of the vocals, sub-vocals, and aspirates, that corrupt pronunciation, which passes for English, would not be so broad-cast over our land. Finally, let the primary teacher think he occupies no inferior rank among teachers; no longer let the primary teacher regret that he has no higher classes in his department, or complain that the teaching of the elements are dull; but be assured you are at the most *important post*;—and he who succeeds well as a primary teacher will do well in any position of life.

For the Illinois Teacher.

DO TEACHERS EXAMINE THEMSELVES?

BY THE EDITOR.

Self-examination is an important duty of the teacher, and not only before he enters upon his duties, but at the close of each day's labor, he should, in the seclusion of his room, when the bustle of the school-room is shut out, and calmness, deliberativeness, and quiet possess him; he should then and there alone ask himself questions like the following:—

- 1st. Has my influence upon the school to-day been exemplary?
- 2d. Have I clearly and satisfactorily answered every question propounded?

3d. Have I furnished every reasonable means of acquiring that knowledge requisite to the development of the various faculties necessary to a healthy mind in a healthy body ?

4th. Have I done something, as I am bound to do, to elevate the calling in which I am engaged, and extend its usefulness ?

5th. What will be required at my hand to-morrow, and am I prepared to elucidate every subject of the various recitations ?

It may be well to select from the morrow's lessons such subjects as we prefer to speak from and arrange them under distinct heads and then take occasion as they present themselves in recitation to say something on them.

This course will the better enable us to do the duty of a teacher as laid down by STEWART—"to watch over the children's associations ; to give them early habits of mental activity ; to rouse their curiosity and direct it to the proper objects ; to exercise their ingenuity and invention ; to cultivate in their minds a turn for speculation and at the same time preserve their attention alive to the objects around them ; to awaken their sensibilities to the beauties of nature ; and to inspire them with a relish for intellectual enjoyment ; these form but a part of the business of the educator."

The teacher has both a direct and an indirect influence on his school. The direct influence is that influence they receive from his instruction in the elements and sciences ; the indirect influence is that which is exercised by every act, motion, tone of voice ; all the teacher speaks out in his every look with a language which often makes a deeper impression than the words he utters. A well balanced character should be the aim of the teacher.—While the habits of every teacher are readily imbibed by the pupil, a part of the self-examination should be to see that we, as individuals, possess those requisites which are desirable to pass from the teacher into the character of the *pupil*.

Children are more susceptible of impression than men, being objects of direct sympathy and imitation. Therefore the inspector should not be biased by the *superior scholarship* of any candidate ; while the suppliant possesses principles, motives, feelings, or habits, which he would not be willing to sow in the susceptible heart of the child. What manner of men we are, should be a subject of enquiry of every one who presumes to become a director of youth.

For the Illinois Teacher.

MATHEMATICAL PROBLEMS.

1. Three equal circles touch each other externally and inclose between their points of contact one fourth of an acre of ground.

What is the radii of each of these equal circles?

2. Demonstrate: that if the points of bisection of the sides of a given triangle be joined the triangle so formed will be one fourth of the given triangle.

3. I borrowed \$100; what sum shall I pay daily to cancel the debt, principal and interest in 60 days; interest at 10 per cent. for 12 months of 30 days each?

4. What comparative amount of solar light is reflected to the earth by Jupiter and Saturn when those planets are in opposition to the sun: the relative diameter of Jupiter to that of Saturn being as 111 to 83; the relative distances of the Earth, Jupiter and Saturn from the sun being as 10, 52 and 95 respectively?

5. What is the length of a pendulum which vibrates twice in a second?

For the Illinois Teacher.

PROGRESS OF OUR COMMON SCHOOLS.

Among the rapid advances which our happy country have made in the many interests of society, none is more eminent or heart-cheering than the progress that we have made in providing education for the masses. The early settlement of America was made under such unfavorable circumstances, that little could possibly be done for general education, yet in the New England Colonies, astonishing efforts were made to supply the youth with opportunities of acquiring a knowledge of the *rudiments* of learning. And in no other respect has New England outstripped other portions of the Union, so completely, as in the provisions she has made for Public Instruction. After the separation of the Colonies from Britain, there was a peculiar necessity for educating the masses, which has "grown with our growth, and strengthened with our strength." We refer to the responsibility that in a Republican Government attaches to the citizen, as a sovereign. Under Monarchical Governments, the subjects *en*

masse do not participate in the functions of government, and hence in this view of their relations and duties, ignorance may be tolerated with impunity. Not so in a Republic, where the foundation and working basis of all the power of the state is in the people. Intelligence is a necessity of Republicanism. The latter cannot enduringly stand without the former. This necessity arises not so much from the fact that our rulers must be taken from the common people, for a sufficient number might be found, with the graduation honors of the college, to fill all the offices in the land. But the necessity arises from the fact that office-holders and law-makers are responsible only to the masses for their conduct, and unless this judgment-seat at which alone public agents are answerable be one of intelligence, as well as integrity, there is no security against the intrigues of demagoguism and wiles of designing men; who, without a scruple would barter their country's birthright for a mess of pottage. It is this compulsive necessity which our form of government has cast upon us, that has greatly aided us in the rapid progress we have made in our public schools. This progress too depends upon the fact that our system of common schools rests upon a common principle now well settled, that it is the duty of the state to educate the children of the state. Everywhere this principle has met with opposition from large land proprietors, and heavy tax payers; but every where its justice, its expediency has overpowered the objections of the moneyed classes. It has clearly been shown that the spread of education decreases crimes and pauperism and thus greatly lessens the burthen of taxation. In countries under a Monarchical form of Government, the State bountifully provides for the education of its future sovereigns, and the same duty is incumbent upon Republics. They should provide liberally for the education of their future sovereigns. But who are these? The whole mass of the population. Education seems a development of the capacity of men to increase the wealth and develop the natural resources of a State and thus increase the gross amount of taxable property, which *increase*, other things being equal, causes a decrease in the per centum taxation. By these and by many other arguments, have the objections against a public school system been met and removed. And with the increase of the means of education, has the desire for knowledge become more general and intense. For in what country of the world are the same motives to self-culture held out as in this our native land! All that the world can offer is here set before the humblest citizen, and with health and ability necessary to the ef-

fort, may be obtained. Already luminous examples crowd the past, affording unfailing encouragement to the youth of the present, in the forming of their hopes for the future. It would be a pleasant task to trace historically the progress of the Public School System in these States ; but it cannot now be done, and must be postponed to a future number.

X. Y. Z.

For the Illinois Teacher.

STATISTICS.

The present is an epoch in the history of our State. The conviction is wide-spread that a change in our school laws, and a complete revision of our whole common school system is demanded. This is a time and age of inquiry, and we look for some progress in the right direction. We are full of hope and trust that this is the epoch of education in our State. The Legislature obeying this universal wish has given us a school law. This law is a matter of vital importance, and its provisions deserve to be wisely and carefully considered. We propose to look into it hereafter for the purpose of giving our views, but not now.

Most governments have claimed and exercised the power to interfere with and regulate education among their subjects, and it is essential to the perpetuity of all governments, especially free ones, that they should possess and carefully and liberally exercise this power.

We give some statistics showing what the Federal Government has done in aid of common schools and universities, by grants of Public Lands.

Amount of Lands granted to certain States by the Federal Government for Educational purposes, to 1st. Jan. 1854.

STATES AND TERRITORIES.	FOR SCHOOLS.	FOR UNIVERSITIES.	WHOLE AMOUNT.
Illinois.....	978 755 acr's.	23 040 acres.	1,001 795 acr's.
Indiana.....	650 317 "	23 040 "	673 347 "
Missouri.....	1,199 139 "	23 040 "	1,224 179 "
Michigan.....	1,167 397 "	23 040 "	1,113 477 "
California.....	6,719 324 "	46 080 "	6,765 404 "
Oregon Territory.....	12,140 907 "	46 080 "	12,186 000 "
Minnesota...."	5,089 224 "		5,089 224 "
Iowa.....	905 144 "	46 080 "	953 224 "

The States which have received donations of land for educational purposes from the Federal Government are Ohio, Indiana, Illinois, Missouri, Alabama, Mississippi, Louisiana, Michigan, Arkansas, Florida, Iowa, Wisconsin, California, Tennessee. The territories of Minnesota, Oregon, New Mexico, and Utah have been liberally provided for by appropriations. The total amount of land granted for the purposes of education has been :

To common schools, 48,909,535 acres.

To universities, 4,060,704 acres.

Total acres, 52,969,239.

By the Act organizing the territories of Kansas and Nebraska, the sixteenth section is reserved for school purposes in the territories and in the states and territories hereafter to be erected out of the same.

To Kansas, 2,037,760 acres.

To Nebraska, 5,971,200 acres.

Add this to the amount above,

and we have, total acres, 60,978,199.

This is the total amount appropriated for educational purposes by the Federal Government up to this time.

(The following Table shows the value of the lands granted, and the present school fund in several states.)

STATE.	VALUE.	KIND OF FUND.	AM'T EXPENDED AN'Y for SCH'L'S.	NO. OF SC'LARS.	TOTAL POPUL'N
Alabama.....	\$2,000,000	of land granted.	\$ 315,602	.....	426,514
Wisconsin.....	4,000,000	....School fund....	113,133	.....	304,756
Ohio.....	1,341,000	....."....."	700,000	446,497	1,955,050
Indiana.....	3,628,215	....."....."	316,955	225,318	977,154
Virginia.....	1,606,802	....."....."	314,626	32,072	891,800
Illinois.....	3,000,000	school fund entire	450,000	136,371	846,031
Kentucky.....	1,400,000	....."....."	211,166	186,111	761,413
Missouri.....	575,667	....."....."	160,770	160,000	592,000
Massachusetts,		....."....."	1,356,975	171,475	985,450
Austria.....		....."....."		2,338,985	23,652,000
France.....		....."....."		3,164,297	31,783,170
Ireland.....		....."....."		480,623	.....

Proportion of Scholars at Schools to the whole population :

COUNTRIES.	1 sch'l'r to ev'y person	COUNTRIES.	1 sch'l'r to ev'y person
Maine.....	3.1	Great Britain.....	8.5
Denmark.....	4.6	France.....	10.5
United States.....	4.9	Austria.....	13.7
Sweden.....	5.6	Holland.....	14.3
Saxony.....	6.0	Ireland.....	14.5
Prussia.....	6.2	Greece.....	18.0
Norway.....	7.0	Russia.....	50.0
Belgium.....	8.3	Portugal.....	81.7

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARMY, }

PUBLIC SCHOOLS OF CHICAGO.

During a recent trip to Chicago, we availed ourselves of the opportunity of visiting a number of the public schools. No city in the west is taking more interest in the education of its youths than Chicago. They have erected seven large two stories brick buildings, and in them have placed good, qualified, and efficient teachers. The most perfect order and decorum were exhibited in all the schools we visited. The scholars are so arranged that each teacher has his own division, and the number so limited, according to the proficiency of the pupils, that no one teacher has more than he can do ample justice to. The analyzing system seemed to be a prominent feature in their manner of teaching, a process worthy the attention of all engaged in imparting knowledge. We had the opportunity of forming an acquaintance with Mr. DORE, the Superintendent of public instruction of Chicago. It seemed to us that the board of education could not have procured a man better qualified to occupy this important station. He is a man of great experience in teaching, close and correct in business, and being fresh from the schools in Boston, is just the individual Chicago needs, occupying the position she does in the North West. We are glad to learn that the friends of education in this city feel, to some extent, the *immense* influence which they do, and will wield, either for weal or wo, upon the millions that are treading and will tread the great Valley of the West. Through the invitation of Mr. DORE we visited the place selected for their High School building, which is now in process of erection, being built of stone, four stories high, including the basement, connected with which will be a Normal Department for preparing their own teachers for the responsible duties of their calling. The cost of this building will be \$40,000, and it will be completed in about a year. We look upon this enterprise as one that will tell more for the future destiny of Chicago than all her other enterprises put together. "Knowledge is power," and here is being laid the foundation, the *nation's palladium*, where

teachers will be thoroughly qualified and prepared to impart knowledge to those that soon will fill all the responsible offices connected with our government. We hope the example set by Chicago will be followed by our Legislature in its next session, and an appropriation will be made for building up State Normal Schools. In our estimation no other step within the province of our Legislature would yield so great a revenue to Illinois, or be conducive to such glorious results, as the establishing of Normal Schools. The common schools are the *bone and sinew* of our nation. If they fail, we as a nation *must* cease to exist. How all important then is this subject to every well-wisher of his country.

We insert below the number of scholars attending the different public schools in Chicago for three months past.

School No. 1,	April	378.	May,	387.	June,	331.
" " 2,	"	534.	"	453.	"	387.
" " 3,	"	498.	"	587.	"	594.
" " 4,	"	553.	"	682.	"	591.
" " 5,	"	373.	"	384.	"	353.
" " 6,	"	459.	"	420.	"	435.
" " 7,	"	178.	"	101.	"	95.

From which statistics it appears that about 3,000 are attending school in this city, in the Public Schools.

We have received a catalogue from McKendree College. The Faculty consist of Rev. Peter Akers, D. D., President, and Professor of Mental and Moral Science, and Biblical Literature. Rev. George C. Jones, A. M., Professor of Ancient Languages and Literature. Rev. Edward C. Merric, A. M., Professor of Mathematics and Natural Philosophy. Rev. Werter R. Davis, Professor of Natural Sciences. Risdon M. Moore, A. M., Classical Tutor. Oliver V. Jones, Mathematical Tutor. Professor C. C. Jones, Librarian.

Number of students in the Classical course:—Graduated last Commencement, 4. Senior Class, 1. Junior Class, 5. Sophomore Class, 8. Freshmen Class 18. Classical Preparatory, 82.

SCIENTIFIC COURSE.—Graduated at last Commencement, 2. Senior Class, 7. Junior Class, 37. Scientific Preparatory, 116. Whole number for the year, 244.

First Annual Announcement of Eureka College, situated at Walnut Grove, Woodford County, lies upon our table. Eld.

William M. Brown, President. A. S. Fisher, Professor of Mathematics, and Principal of Preparatory. John Neville, Professor of the Greek and Latin Languages and Literature. O. A. Burgess, Professor of Natural Sciences, of Mental and Moral Philosophy, and Lecturer on Sacred Literature. R. A. Conner, Teacher in Preparatory School. Mrs. S. F. Conner, Teacher in Female Department. Miss. E. F. True, Teacher of Vocal and Instrumental Music.

We learn from the Catalogue of the Monticello Female Seminary, of which Miss. Philena Forbes is Principal, Miss. Sarah C. Eaton, Miss. Cynthia A. Baldwin, Miss. Marilla S. Tollman, Mrs. Harriet Pitney, Miss. Annie N. Tyler, Miss. Adelaide Grennan, and Miss Augusta Chapin are Teachers; there has been in attendance, the past year, 142 students. In the First Class, 52; Second Class, 34; Junior Class, 24; Senior Class, 6.

We hope that our readers will solve the Geometrical Problems found in the present number, and send your solutions to be published in the next. We are very anxious that teachers should show their interest in behalf of the "Teacher," by forwarding us more statistics pertaining to the educational interests of the West. In order that our Journal shall accomplish the great object of its mission, it must be filled with contributions from all parts of the State. Fellow Teachers! let us feel that we are all *equally* interested in this matter, and unitedly rally around our *organ*, and not look on as idle spectators, and say "The Teacher" should be *so* and *so*, but *make it* the great *Telegraph* through which we may speak with each other. The time has come when we should know and be known as teachers; and what better method can we adopt, than to swell the subscription list of our Periodical, until every teacher—saying the least—shall have it grace his Library.

D. WILKINS, JR.

WISCONSIN TEACHER'S ASSOCIATION.

MADISON, July 6, 1855.

The Annual Meeting of the Wisconsin Teacher's Association will be held in the city of Racine, commencing Wednesday,

August 15th, at 11 o'clock A. M. Addresses may be expected from Rev. A. C. Barry, Superintendent of Public Instruction; Prof. N. E. Colbeigh, of Lawrence University, and S. C. Stacy.

Essay. The proper course of study to be pursued in our Public Schools; the order of subjects, and time to be devoted to each. J. L. Pickard.

Question. Should the system of awarding prizes be practiced in our public schools? Affirmative, E. Hodges; Negative, J. W. Sterling.

Essay. To what extent should Natural Science be taught in our public schools? O. M. Conover.

Question. Should uniformity of Text Books be required by law? Affirmative, S. G. Stacy; Negative, W. Van Ness.

Essay. The best means of securing the attendance of a larger proportion of the children in our State upon the public schools? J. G. McMyNN.

Question. Should any one in the habitual use of profane language, intoxicating drinks, or tobacco, be licensed to teach in our public schools? Affirmative, C. Childs; Negative, D. Y. Killgore.

By paying full fare to Racine—and presenting a certificate of attendance upon the Convention—all persons will return FREE on the Green Bay, and the Milwaukee & Chicago Railroads.

Female teachers may expect entertainment in private families without charge (during the meeting.)

On the arrival of the cars from Milwaukee, teachers are requested to meet in the High School building, where the first meeting will be held. All teachers and friends of education are cordially invited to be present at our annual gathering.

Editors friendly to our organization will confer a favor by giving notice of the above meeting, and urging upon teachers in their localities the duty of attendance.

J. G. McMYNN, Prest.

DAMON Y. KILLGORE, Sec'y.

We admire and praise the flower that best answers the end for which it was created, and the tree which bears fruit the most rich and abundant, and the star that is most useful in the heavens we admire the most.

EXTRACTS.

“The second article of the United Association of Schoolmasters of Great Britain, reads thus: “That the Association embrace all teachers—public or private—who acknowledge the essential doctrines of Christianity and the sufficiency of the holy Scripture as the rule of faith and practice, and who regard the Bible as the only sure basis of true education.”

This institution will keep a permanent exhibition similar to that at St. Martin's Hall—though on a smaller scale—as one of the means of accomplishing its important ends.

An interesting paper lately read before the Association contains the following generalizations, which, as I have not met with them in western papers, I introduce here, namely:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text-books, or by the individual system of instruction.

2. Men of fervid imagination, having a great command of language and enthusiasm of character, almost invariably become superior teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character are generally bad teachers, even though they may profess great technical acquirements.

5. An earnest man imbued with the love of children is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the rational method. But he will always teach best by that method which is suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

THE ILLINOIS TEACHER.

Vol. 1, No. 7.] O. C. BLACKMER, EDITOR OF THIS NUMBER. [August, 1855.

For the Illinois Teacher.

SCHOOL HOUSES.

O. C. B., EDITOR.

At the present time, when so many new school houses are being built, it seems appropriate to call attention to them; and, if possible, to induce trustees and others interested to think well upon the subject before engaging in so important a step.

Most school houses in our state are monuments of the ignorance and bad taste of the builders. They are places more fit for the tortures of the Inquisition, than for homes of the young. There is nothing attractive about them. No wonder

“The whining school-boy, with his satchel,
And shining morning face, creeps like snail
Unwillingly to school.”

The school house is generally placed on some patch of ground utterly unfit for any other use—entirely destitute of a playground and shade trees; and exposed to the noise and dust of the public road. No flowers rear their heads from beds watched over by the delighted scholars, and you look in vain for a foot of green-sward, or a blade of grass. Dirt and gravel surround you. The brick or wood walls arise in solemn majesty like some state penitentiary, while the small windows, cut through at regular intervals, are unprotected by blinds or curtains, and the scorching rays of the sun strike unmercifully upon the head of some fair child. There is no attempt at architectural beauty,

and it stands plain, naked, and sombre, looking like any thing else than the house in which are to be unfolded the germs of immortality committed to our care. The work of the inside is committed to the care of some bungler, whose only qualification is "working cheap," and whom no man of taste would trust with finishing a barn. The house is therefore finished in a rough, bungling manner. The unpainted desks are too high or too low, and continually force the boy to take an unnatural position. The rough seat tempts him to try the temper of his knife upon it, and he scrawls his name upon the unvarnished desk. The alleys are too narrow, the ceiling is too low, there is no ventilation, and the weary pupils must breathe over and over again the foul air of the school-room. There are no black-boards, no recitation seats. The teacher's desk—I will not attempt to describe it. It seems to be a cross between a pulpit and a hen-coop. There are no pegs in the entry for hats and bonnets, or at least, not more than one to every six scholars. There are no wash-bowls to cleanse the face and hands of an unlucky boy or girl, and the new clean spelling-book and reader will always carry marks of that day's disaster. Nor is there a pump anywhere on the grounds.

I believe the experience of teachers will show that this picture is not over-drawn. Indeed "the half has not been told." In many parts of the state, the old log school house with its long seats, its huge fire-place, and its unplastered walls and ceiling, bids fair to sow the seeds of disease among its inmates, long after the people are provided with warm and comfortable dwelling houses. I was told not long since by a parent, that desks were entirely useless and only made scholars lazy! While such views prevail, we must expect poor school-houses.

But some one asks, what ought a school house to be? The question is easily answered. It ought to be a model of architectural beauty in the village where it is built; situated on some large level spot of ground, surrounded by shade-trees and flowers, and supplied with every thing that can add to the comfort and convenience of the pupils. It should be supplied with maps and apparatus, and a school library. It should be so fitted up that scholars will delight to linger near it, and will take pride in their school house. It is objected that time and money are thrown away in building a nice school house, and furnishing it as it should be. But a good house is really cheaper than a poor one. Let me ask, how long would the furniture of our parlors and the pews of our churches last, if made of rough materials? The

very roughness of them tempts the boy to whittle one place *smooth*. Things are generally valued in proportion to their cost and beauty; and if the desks of your school houses are made of hard wood, neatly finished, and nicely varnished, be assured they will last longer than any others. A good school house is an intellectual advantage to the pupil. It is a principle not yet fully understood, that beginners should always be furnished with the *best tools* to work with. Get your son a new sythe, a new ax, and he will learn to mow and chop twice as quick and twice as well as he will if compelled to use the *old sythe* and the *old ax*. So, put your child in the best furnished school-room, and supply him with the best books and apparatus, and he cannot help learning.

We forget that the mind of the child is greatly molded by external things, and that he is less likely to grow up with neat habits, fine feelings and correct taste, among whittled benches and in an old dirty school house, than he would in a properly furnished room. Natural scenery always stamps itself upon the mind and character. The mountaineer of Switzerland is bolder and more daring than the indolent native of Italy, and our broad prairies have a tendency to enlarge and expand the mind of the Western pioneer. Adorn and beautify your school houses with trees and flowers, and you will plant in the hearts of your sons and daughters a genuine love of the beautiful in nature, add refinement to their tastes and feelings, and give them a better appreciation of the works of God.

In building a school house, we are building for generations yet to come. Long after we have passed away, will our children's children sit within the walls that our hands have reared. If we have been true to our trust, they will come and go with happy hearts and willing minds, and the old school house will always be a place of unalloyed enjoyment.

For the Illinois Teacher.

EXTRACT FROM AN ADDRESS

delivered at Mount Holyoke Female Seminary, by President MARK HOPKINS, D. D.

Important as female education is now admitted to be, it is not perhaps surprising that it did not receive early attention. Men

attack evils as they find them, without first investigating secret influences and remote causes. It was natural, for instance, that intemperance should first be attacked as it existed in the intemperate, before it was traced back to its source in temperate drinking. And so it was natural that mankind should first attempt to control the waters of society as they found them flowing on, impetuous and turbid, before tracing them up to their source, and purifying the springs from which they flowed.

This attempt has been made from the beginning, and is still made. It is not even yet understood how true it is, in the body politic as well as in the natural body, that "if one member suffer all the members suffer with it;" that if one portion of the community be enslaved, or oppressed, or degraded, there will be sown indirectly the seeds of vice, of debility, and of ultimate dissolution; and especially, that if those who hold to us the relation of wives, and mothers, and daughters, and sisters, are restricted, or cramped, or in any way prevented from receiving that expansion of the intellect and of the affections which will enable them to exert an elevating and purifying influence upon man, society cannot reach its full stature and perfection. It is not understood how high those qualities of the intellect and of the heart are, which are needed for the right management of the young; how much light and how much love must shine around the opening bud of early childhood that it may expand in fair proportions; it is not understood how early the ductile material of character begins to grow rigid, so that before the age of eight, or even six, it generally assumes lineaments to which subsequent life only serves to give greater prominence. In forming that material, *man* cannot do what ought to be done, he cannot undo what *will be* done by a mother who is ignorant or weak, or selfish, or unprincipled: and whatever influence he may wish to exert will be far more efficient if he has the co-operation of one who can enter fully into all his views; just as the oak will cast a shade that is deeper and more refreshing if the vine that adorns it mingles its leaves with those of every branch, and entwines itself to the topmost bough.

But these truths are beginning to be understood and felt, and there are probably more persons now than ever before, who feel that if we are ever to do any thing effectual for the improvement of society, the proper place to begin at is the beginning—that the influence that pervades over the cradle, and the nursery, and the fireside, must be a right influence.

My opportunities for information on this subject are slight,

but I believe there are now few who will not assent to the two following propositions; first, that so far as the object of education is to fit the individual for a particular sphere, the education of woman—her preparation for that sphere—should be as complete and thorough as that of man: and, secondly, that as far as the object of education is to expand and strengthen the mind, without reference to a more specific and immediate result, the advantages of the sexes should be equal. By this I do not mean that their education should be the same, but that the education of woman should be as well adapted to expand and strengthen her mind, as that of man is to expand and strengthen his.

Between these two parts of education there is a broad distinction, and it is now generally understood that it is a false method to neglect the specific and the practical for the more general. The trades, the business, the individual duties of life, its ordinary arrangements both domestic and public, must move forward. We must, for example, have good blacksmiths: they must perfect themselves in their business, and then, if they please, they may learn fifty languages. It is precisely for this that Mr. Burritt claims our admiration. It is not that he knows so many languages, though this is certainly very extraordinary, as it is that he has acquired them without neglecting the labors or slighting the details of his occupation. This is what is needed every where, and especially in female education. It is from a want of this on the part of some distinguished females, and of many others who have had a school education, that more prejudice has arisen against female education than from any other source. Woman has so much to do with details, that it is particularly unfortunate, and incongruous, and often one of the "miseries of human life" to those intimately connected with her, when she is so imaginative as not to see things as they are, or so much given to general speculation as not to attend to the minutiae of domestic and social life. It is even said by some respecting this Seminary that it is doing more harm than good; because, as they say, it "turns all the girls into ladies." And their idea of a lady seems to be, that she is a sort of person who has a smattering of knowledge, without knowing much that is substantial; that she is above work, a good deal dressed up; and that she is particularly pleased when she can find somebody who will talk nonsense to her and to whom she can talk nonsense. They would imagine that the following description, by Crabbe, of a boarding school miss, is as applicable now as it was in his day.

"To farmer Moss, in Sangar vale, came down,

It's only daughter, from her school in town ;
A slender, timid maid, who knew not how
To press a pig-sty, or to face a cow ;
Smiling she came, with petty talents graced,
A fair complexion, and a slender waist."

Or, if intellectual advantages are really obtained, they take it for granted it is at the expense of the more homely, and useful, and domestic qualities. So prevalent has this prejudice been, even among the better informed portions of community, that young ladies whose tastes have led them to make uncommon attainments in languages or science have felt themselves, from other motives than their native modesty, desirous of carefully concealing the fact. This prejudice ought to be entirely done away, and young ladies now in a course of education, owe it to themselves and to the cause to see that it is done away. Let them have independence, and keep to their good sense on this point, fully preparing themselves for domestic duties, and acquiring no fastidiousness or false refinement in regard to their performance : and there is no friend they have now, or ever will have, who will not be happy and proud to have them accomplished to any extent, and make the highest attainments in literature and science. A single *Miss Burritt*, if she could be found, would, in my opinion, do more for the cause of female education than any money that can be raised.

Regarding it then as settled that woman should be as well fitted for her particular sphere, whatever that may be, as man is for his, let us look at the proposition stated in regard to her general education. This was, that so far as the object of education is simply to expand and strengthen the mind, the advantages of the sexes should be equal. But taking this as our principle, and perhaps we cannot adopt a better, there are still two reasons, as society is now constituted, why the general education of females will be less extensive than that of the other sex. The first is, that the particular callings of men render much of the study that is specific and professional with them, entirely general with females. The great motive with men in studying languages and mathematics, is not, generally, to cultivate their faculties, but to prepare themselves for the attainment and practice of their profession. There evidently is not the same reason for teaching young ladies navigation, and engineering, and Hebrew, as if they were expected to take the command of our men-of-war, or lay out railroads, or expound the Old Testament. This reason must have a very considerable influence, so long as the present distribution of employments remains. The second reason is to

be found in the comparatively early age at which females enter into society and into married life. The effect of this also upon a protracted course of study and general mental discipline must be unfavorable: but whether there will be any change in this respect, is, perhaps, doubtful.

Still, making every allowance which, in a practical world like this, we must make for these two reasons, there will remain what may be fairly called a liberal education for females, which we are called upon by parental affection, by a regard to the general good, by the spirit of Christianity, by justice itself, to diffuse as widely as possible. It only remains therefore to inquire, what should be the spirit and principle of such an education, and what means ought to be provided for its promotion. And here I may observe, that deficient as the means have been, yet the great reason why the legitimate objects of female education have not been more fully realized, has existed, not so much in that deficiency, as in the wrong spirit and principle by which fashionable female education has been governed. Let woman be rightly estimated, let her be so treated that she shall rightly estimate herself, and the extent and quality of her moral influence upon a family and upon society will be less modified than many have supposed, by the precise amount of acquisition she may make in the higher branches of intellectual education. It is obvious, then, that the inquiry respecting the spirit and principle of female education is first in importance: and as that education is, and ought to be, conducted very much with reference to the opinions and feelings of others, perhaps it may be well to inquire what those feelings are to which we should have respect, if we had it in our power to endow a female friend with every thing that we thought desirable. What are the feelings which a young lady would herself wish to excite in a judicious and impartial person of her own sex?

And here we will not ask the young lady to answer, but we will answer for ourselves and for her, that one feeling which we should wish to have excited would be *admiration*. Perhaps some would hesitate to avow this; but it is, to some extent, common to all, and if properly regulated, is not, in my judgment, wrong. This is the feeling awakened by that excellence in natural objects, in human actions, and in the products of skill, which addresses itself to the taste. God evidently made his works to be admired. The human figure and countenance, as the chief of those works on the earth, ought to be admired. If he has given us endowments capable of exciting this feeling,

it is an advantage to us, and if those around us are what they should be, a pleasure to them, for which both we and they ought to be thankful; and if we are able to embody and express the principles of a pure taste, I do not see why we may not emulate what is beautiful and graceful in nature; and innocently seek to become the conscious objects of that feeling which God excites by his works.

It must be confessed, however, that this brings us on dangerous ground. The love of admiration, as distinguished from the love of those things which may properly awaken it, can never be called a virtue. Under its best forms it is simply innocent; and under almost all the forms in which we see it, it is decidedly selfish. It is, in the female world, what the desire of power is among men—the moving spring of the world of fashion, as that is of the world of politics; and it is to obtain this that the tactics of rival belles are displayed at places of fashionable resort, as those of politicians are in Congress and at the polls.

The feeling itself is awakened, first, by natural gifts, as beauty and grace of person; and, secondly, by those acquisitions that are termed accomplishments. So far as it depends upon the first, it can evidently have no good effect in stimulating industry; and the readiness with which such advantages are made the ground of pride, and vanity, and affectation, and impertinent display—the facility with which they lead to a line of feeling and conduct inconsistent with a high state of either moral or intellectual culture, renders the possession of them in any remarkable degree, in almost all cases, a misfortune. No woman much distinguished for any thing else, has, so far as I know, been distinguished for beauty, and most distinguished women have been remarkably plain. By this I do not mean that it is, in itself undesirable; but only relatively so; for in a perfect state of things every individual would be perfectly beautiful. When the character is so strong that beauty seems to be possessed with that charming unconsciousness with which the flower blooms, it is well; but if, when we say, “she is beautiful,” we must hear from some dear friend of hers that too well founded remark, “yes, and she knows it too,” then would a countenance expressive simply of good temper and good sense be on the whole more pleasing.

But it is not of admiration as excited by natural gifts, so much as by the results of education, that I ought here to speak. Those acquisitions which have this desire for their object, are, as I have said, termed accomplishments; and it is the gratification

of this desire by means of them that is often the express, if not the avowed, end of most of the pains taken in female education. It is, indeed, by the predominance of this, that the whole spirit of fashionable female education has been corrupted, so that there are few things in the treatment of women in heathen or Mahomedan countries more irrational and degrading than the sacrifice of the heart, and intellect, and affections of young girls that is often made with reference to it. The physical system is distorted, and years are spent in mere mechanical drudgery in which neither the head nor the heart are interested or improved. If there is in any human being a true love of that which lies at the foundation of the arts—of that which is beautiful, and graceful, and sublime, let it be cultivated, and brought out in its appropriate forms of expression. It will add not only grace, but dignity to the character. It will refine and elevate society. But when the true inspiration gives place to the selfish love of admiration, it is like the coming in of idol worship, under the name, and in the place, of true religion. Instead of the simplicity of character and unselfish pleasure connected with a true love of the arts—forwardness, artifice, affectation, envy, come in; and under the pretence of cultivating a part of our nature which was intended to be the ally of virtue, the affections are perverted and the heart hardened. There becomes fixed in the mind, (and who has not seen it?) a passion which is among the most absorbing and unhappy of any in its effect. The individual under its influence becomes entirely selfish. There is no artifice to which she will not resort, no meanness to which she will not descend. The desire increases by indulgence, affection is sacrificed to it, fortune is wasted, and the comforts and duties of home are neglected. Well has Lady Morgan observed that those who excite general admiration are seldom calculated to make *one* happy.

Nor is there any passion that will more certainly lead to ultimate disappointment and unhappiness. The period during which admiration can be expected, is brief, and nothing can be more pitiable than attempts made to retain it as age comes on. I have seen few persons more restless and apparently wretched, than some who have lived in the midst of admiration and flattery, when they found themselves passing into the shadows of age. Let accomplishments come in as accessions to a cultivated intellect and pure affections, and they are to be desired. They are as the clouds that sometimes follow in the train of the evening sun, and that reflect in brighter colors, without obscuring, the common light of day. But when they are taken out of their pro-

per place, and it is attempted to make them shine by their own light, even admiration is seldom gained, and when it is, it is too dearly purchased by the loss of respect.

RESPECT:—This is the next feeling we should wish our young friend to excite; and the foundations of it are very different from those of admiration. With this, beauty, accomplishments, and even talents, considered by themselves, have very little to do. They may increase respect when its fundamental requisites are present, but they cannot give it. The foundation of respect is laid in the use which we make of our own powers. One who uses the faculties which God has given in a right way, and for right ends, is always respectable; and respect is diminished by any neglect or perversion of those faculties. If they are perverted by vice, it is criminal; if they are neglected through indolence, it is, if less criminal, more contemptible; and if they are used in an improper sphere or in an affected way, it is either pitiable or ridiculous.

But a right use of the faculties implies, of course, the ascendancy of the moral nature, manifesting itself in a sacred regard to duty, whether towards God or towards man. Wherever this is seen it commands respect, and no other element of our nature does, except in combination with this. The moment a child has an idea of anything as *right*, and struggles and makes sacrifices for it *as such*, that moment we respect that child. We see in it something sacred; we recognize its relations to God; we see evidence of moral accountability, and the pledge of an immortal life. Here is the germ that we are to cultivate. Here the ground on which angels sympathize with man, on which man has been redeemed. He was redeemed because his moral nature rendered him capable of communion with God, and brought him into relations to his government which can cease only when that ceases. And shall a being thus endowed, thus cared for, be set up as an exhibition?

But essential as the manifestation of moral principle is in order to respect, there is still another element not to be overlooked. It is a sense of propriety. By this I mean that nice perception of the natural relations as constituted by God, by which many persons adopt, as by a finer sense or instinct, the course of conduct that would be found best on the widest view of things. This it must be confessed is not always proportioned to moral principle, and when it is not, we feel a painful want of harmony in the effect produced upon our minds. Certainly we are not to mistake conventional arrangements for the natural order of

things ; but if woman has a sphere that is appropriate to her, she must lose respect whenever she attempts to move out of that sphere.

The only danger of those who seek to be respected is of becoming formal and stiff. But of this there is no need. The firmest principle is entirely compatible with the kindest affections, and the most perfect grace of manner. Who was kinder in heart than our Savior? Who ever regarded all the principles of taste more uniformly than he? Respect may seem a cold word to some, but we may rely upon it that no woman was ever truly and worthily beloved further than she was respected ; and she is false to her own interests, as well as to the dignity of the sex, who, for the sake of pleasing, steps from the high ground of moral principle, and does anything that would diminish respect. Young women little know how eagerly this is watched for, how quickly it is perceived, how contemptuously it is spoken of. The qualities which excite respect may become repulsive. They will when principle verges towards bigotry, and propriety towards precision. But when these qualities are connected with good taste, and pervaded, as they may be, by the affections, they become as the diamond fitly set, not only solid but brilliant, the most precious gem that can sparkle upon the breast of beauty. Respect need not, and should not be incompatible with the warmest affection.

And this leads me to add, that we should not only wish our young friends to be admired and respected, but *beloved*. Unless there is between us and others a reciprocal affection, the light and warmth of life have gone out. That woman should be the object of affection is especially desirable, both as her happiness is more dependent upon it than that of the other sex, and as it is the legitimate source of her influence. When her qualities are such as properly to attract love in addition to respect and admiration, however great her influence may be, man would not wish it less ; and it certainly will be so great, that woman ought not to wish it more. It will be an influence, too, that will preclude all idea of conflicting and rival interests between the sexes, while it is felt, through the Christian views and devoted affections of man, upon the widest movements of society. The sphere of woman, in its relation to these great movements, is like the wheel in the vision of the prophet that was within a wheel. It lies at the centre. There the affections of our hearts cluster, and nothing can go well unless the same spirit inspires and guides the movements of both the wheels.

The great mistake with regard to affection, obvious as it is, seems to consist in supposing that it can exist permanently without permanent qualities in the character by which it is attracted and upon which it can fix. How can we love, if there is nothing to be loved? But how far education can confer those qualities on which affection depends may admit of a question. Certainly it cannot secure them, as it may accomplishments and knowledge, for affection depends, not upon what a person may acquire, but what she may *come to be*, not upon what she *has*, but upon what she *is*. This is an important distinction, and a proper attention to it would do much to correct the general spirit of the education of both sexes. Interest asks, *has* she money? Pride and vanity ask, *has* she accomplishments? Yes, and *has* she knowledge? But the heart asks, *is* she affectionate? *is* she benevolent and disinterested? *is* she pure and elevated in her moral character? These are qualities which cannot be obtained by playing on a musical instrument, or reciting lessons.

So far as what is termed education merely assists individuals in *acquiring* either knowledge or accomplishments which are to be used for purposes of display, it is not to be encouraged. So far as it gives this knowledge and these accomplishments for innocent pleasure, or to advance the civilization and comfort of the world, it is to be encouraged as any other useful art. It is only when it seeks to change what man *is*, and make him what he *ought to be*, that it assumes an importance beyond everything else. Then it goes down into the depths of his being, and seeks to lay the foundations right. It says in words of more than human wisdom, "First make the tree good, and the fruit will be good." Make men what they ought to be and acquisitions and accomplishments will come as a matter of course. It is only as education can do this, that it will greatly affect for good the results of human society.

And here, I may observe, we see the distinction between an artist in education, a skilful professor, one who assists us in making a particular acquisition, and a mother, a father, a true educator, who molds the feelings and principles of action, who enters into the work with an affection and a sense of responsibility which money cannot purchase, and which nothing but high aims and virtuous conduct on the part of those cared for can reward. Here then there is needed not so much talents, as, what is by no means always proportioned to them, influence—and such an influence too, as none but a good parent can ordinarily exert. And I cannot believe that education will ever be what it should,

till parents feel their responsibilities more, and give more personal attention to the subject, than they do at present.

But so far as anything can be accomplished in this department of education, no system is worth comparatively any thing that is not based on the Bible. The spirit of the Bible reaches down to the depths of the soul, has power to transform it, and to confer those qualities upon which the affections of a reasonable and a moral being must depend. It looks entirely at what a man *is*, and not at all at what he *has*. Hence it is that a young woman of good sense, and natural endowments, who should take the Bible, and seek in simplicity of heart to learn and manifest its spirit, asking wisdom of Him who giveth liberally to all, and should grow up at home with a sensible mother, would not only be more estimable and lovely, but would be better fitted for usefulness, and in the highest sense better educated, than ninety-nine in a hundred who spend years in school.

I have nothing to say here of those specific affections which belong to the different relations of life; but as showing the general ground of what in my idea constitutes loveliness, and which alone exalts and sanctifies all those affections. I wish I could present before this audience a picture which I once had the pleasure of seeing at the house of a gentleman in Boston. It was a picture of Mary, sitting at the feet of Jesus and hearing his words. *There* was loveliness, as there always must be when the countenance reflects the spirit of those instructions that fell from the lips of Christ. *There* was disinterested affection, and reverence, and purity, and moral elevation, and a settled peace which it would seem that even torture could not disturb; and where these are expressed, there will be loveliness, whether the features are beautiful or not. But when, as in the picture, these qualities irradiate features that are in themselves beautiful, then the eye and the heart are both satisfied—we have before us the impersonation of female loveliness. A copy of that picture ought to be hung up in every female seminary in the land; for as it is the religion of Christ that has given woman the high position which she now holds in the respect and the best affections of man, so it is the spirit of that alone that can fit her to maintain that position. Even admiration of the highest kind, as well as respect and love, can flow only from the manifestation, in female character, of the spirit of the Christian religion.

Having thus considered severally the emotions with reference to which we should educate a young lady, and the qualifications upon which those emotions must depend, perhaps it may be well to bring

these qualifications together, and contemplate the being we should have. There can surely be no harm in thus gathering up a little the fragments of that excellence that was broken and scattered in Eden, and holding them together long enough to see what we might have been—what, through the restoring grace of the second Adam, we may yet be. It may even do us good to contemplate ideal excellence by stimulating us to higher efforts, if we are at the same time careful to acquire no disrelish for those sober and chastened views which experience gives, of what we are really to expect in a world like this.

Let us, then, suppose the qualities mentioned to be combined in a high degree in a single individual. Let us suppose her beautiful in person, and, I will not say *accomplished*, for there clings to that word something of ostentation which I do not like, not accomplished, but possessed of accomplishments, and simple and elegant in manners. Let us suppose her intellectual faculties so exercised and balanced, that she has extensive information and good judgment, in connection with the lighter graces of imagination and fancy; and then that she so combines simple piety and the severer virtues with practical goodness as to awaken mingled respect and affection; and we have a combination, certainly possible, of solid and brilliant qualities, such as might well remind a person of no extraordinary enthusiasm of that expression in the Revelation, “And I saw an angel standing in the sun.”

For the Illinois Teacher.

TO TEACHERS OF PRIMARY SCHOOLS.

BY E. E. B.

In this happy day of improvements, when the education of the young is becoming a subject of importance, second to none of those which are moving the hearts of the public, and when many of the most talented and intelligent young people of both sexes are annually coming forward as Teachers, these remarks may perhaps seem inappropriate and little needed, since there are perhaps few who enter upon the duties of a teacher, without reflecting, or endeavoring to reflect, long and seriously upon those duties, and weighing well the vast responsibilities about to be as-

sumed. But I would design these remarks more particularly for the teacher of the primary school, whose duties are fully as arduous, and whose responsibilities are even greater than any other, inasmuch as the mind of a very young child is more plastic, and susceptible to true or false impressions, than that of a youth of twelve or fourteen years of age. Yet many there are who enter the school-room and assume the duties of teachers, who do not seem, in the least degree to understand or appreciate a child's feelings, who seem to have forgotten entirely that *they* were once children, and whose jealous eyes are watchful only to spy out evil. Few children are callous to love and kindness; a smile or gentle word will often win them, and when once won, their love is easily retained.

And children are keen observers. Long before the close of the first day of school, they have rightly estimated the character of their new teacher, and if the little heart once says within itself "She's cross, I don't love her," rarely indeed is that impression changed.

Not long ago a friend said to me, "I can never, never forget my first day at school. I was just four years old. My mother had gone to her long home, but a kind grown up cousin had taught me the letters, small and great—and after tying my bonnet and bidding me "be good, and read smart," kissed and sent me on my way with a brave happy heart. The teacher was a large, masculine looking girl, with sharp black eyes, and a loud voice. I was placed upon one end of a long bench and bidden to "sit very still indeed," which I did until called up to read. At first I succeeded bravely, but finding me familiar with the letters, Miss F. turned over the leaf and as it happened, pointed to a place where occurred the combination of an f with an l, and another of f with an i. Being joined together, I did not recognize them at all; but thought them to be some mammoth letters which I was yet to learn. Of course I could not tell them, and taking my ignorance and fright—for my courage had deserted me and I had begun to cry—for obstinacy, she pinched and cuffed my ears most severely, and pushed me rudely from her. I might mention that I was unfortunately very large of my age, on which account many would have taken me to be a year or two older than I really was, and no words can express my grief and bitter sense of injustice when Miss F. called up another child just my age, but of very diminutive size, and after caressing and taking her upon her lap bade me come and hear how that *little* girl, so much smaller than I, could read. Think you I could ever have

loved that teacher? I cannot forgive her even now the bitter grief and pain she inflicted upon my aching little heart.

But how different are the memories I cherish of a succeeding teacher, Miss Emily——. She won all hearts at once. Patient and gentle, yet decided, she kept each unruly little spirit in perfect subjection, yet governing more by love than fear; and the thought of having grieved or offended Miss Emily would melt the most stubborn of her little subjects and subdue the most rebellious will. Oh how I prized the sweet morning and evening kiss. Her kind smile or word of encouragement has helped me through many a weary task, and when she would lay her hand caressingly upon my head and say in her own sweet voice, "I love all my good little scholars," tears of very happiness stood in my eyes, I was doubly repaid for all my toils.

And how many little hearts swelled—how many tears fell on that last day of school. How sacredly has each little token of affectionate remembrance been kept through long years—the little worsted baskets, made expressly for us; the cards upon which her own loved name was traced; or the picture painted by her own dear hand—all are treasured as precious relics of "days too bright to last."

She passed away from Earth in the season when sweetest flowers fade, early Autumn. But I love to think of her now as an Angel in that brighter land beyond the stars, and to fancy that she may even now be surrounded by a little cherub band who listen with delight to her teaching, while she speaks of that love which passeth the understanding, and of the lowly Child Jesus—the "Lamb of God which taketh away the sins of the world."

Doubtless there are many who, would they relate their earliest school experiences, might tell much the same story that my friend related. Many teachers will perhaps say "*I can never succeed in governing my school unless my pupils are made to fear me. They must know that I do not hesitate to use the rod when I see fit, or they will soon trample upon my authority altogether.*"

To such I must make answer, I fear you can never be highly successful in your vocation. Not that I would advise one to abandon the use of the rod altogether; for *obedience must be enforced* at all hazards, and occasions sometimes occur when justice to oneself, or to the other pupils, requires immediate and severe correction; but let the use of the rod be, among school laws what the use of the halter is among the state laws, and visited only upon capital offenses. Let the punishment be measured according to the crime always.

But may the teacher ever remember that, not only the minds, but the *hearts* of her pupils need cultivation. The reason is to be developed, the conscience to be enlightened, and evil passions supplanted by *pure principles*. No matter how young the pupil may be, let the teacher adapt her language to the understanding of her eager little listeners, and though the fruit of her labors may be slow, yet it is sure, and sure is her reward. Ask the most careless man of the world, and if he will be candid he will confess that there *was* a time, long, long ago, when, falling perchance from the lips of a mother, or a teacher long since gone from Earth, the story of the blessed Savior, who although the Son of God, yet deigned to take little children in his arms and bless them, of his sufferings and death upon the cross, and his last prayer, "Father forgive them," has melted him to tears of contrition, which nothing would *now* have power to wring from his heart. Perchance that mother was taken from him by the cold hand of Death—or perchance he was widely removed from the influence of that gentle teacher, and no friend was there to pluck up the "tares" which are quick to spring up in the human breast. Oh! then, cultivate well the garden of the heart that is entrusted to your care. Spare no pains to outroot the "tares," and to plant therein the seeds of truth, and love, and holiness. God's blessing will surely attend such effort, and *with His blessing*, all will be well.

For the Illinois Teacher.

EXTRACT FROM AN ADDRESS

delivered at Willim's College, by ADAM REID.

What, then, is the law of mind? I observe, it is development, progress, obedience to its instincts, the faithful cultivation of its powers, in a word, *exercise*.

We speak sometimes of the working classes of society; and, doubtless, if the mere outlay of bodily strength is concerned, there is room for the distinction; but in a higher and truer sense, every man, who would be a man, must be a worker. And just as surely as we have eyes to see, and hands to do, so surely have we powers of mind to exert, talents to be employed and improved. Labor is the law of man; and he who expects to ex-

cel without labor, to rise high in the world of mind, and to gain the prizes, is no wiser than the man who hopes to "reap where he has not sown, and to gather where he has not strewed." No man was ever great or good without effort. No man ever possessed a large and sinewy mind without sturdy and persevering work. No man ever leaped into excellence by a single desperate bound or two. Not even the lowest organ of the body, not a muscle or a sense can perform its function well, without having undergone an elaborate process of training; and no more can the powers and organs of the mind. They will grow, indeed, but only as the weeds of the field grow—in rank and wild confusion; there will be expansion without power, development without progress: or, to change the figure, there may be skin to cover them, and flesh to bind them; but they will be puny and sickly, feeble, disjointed, inharmonious, unbalanced, in perpetual boyhood—without bone or muscle, or sinew—wholly unfit for the high demands of life.

We are accustomed to speak of *self-made* men—men who have been the architects of their own education, who have forced their way through every obstacle, and triumphed over every difficulty of birth and lot, and toiled up in their own strength, to the highest regions in the realms of thought; and we are accustomed, too, to point to these men as marvels and prodigies, examples of what the mind can do when put to its utmost stretch, but only now and then ever to be realized. And so perhaps it may be; but every man is self-made—every man, at least, who is a man. The law of mind is ceaseless motion, everlasting progression in one direction or another; and every man is starting, controlling, shaping the unseen movements of his soul, drawing himself into contact with influences and objects, mingling in scenes and forming companionships, all of which are directly or indirectly molding and fashioning the character. Every man is busy in the work of self education, helping in one way or another to form his own character by his own agency; and he who takes this work the most into his own hands, will make the most illustrious man. Our mental destiny will be just what we make it; and no outward appliances, be they living teachers or printed books, can ever supply the place of personal labor. It is not prelection, it is not class-rooms, it is not text books, it is not this or that course of study, which can make the scholar, or brace and burnish the mind. These things may have their use, they may indicate the direction—they may spur the ambition—they may assist our efforts, but unless on our own feet we travel the road,

the goal of distinction never will be reached. Believe me, a course of calm, patient, painful thought on any subject, pursued by system, and sustained by a sense of personal responsibility, will do more to invigorate the mind than any and all things beside. He who wishes to have a manly intellect, to take his stand in the front rank, must make his own mind work, he must think for himself, he must read, he must digest, he must write, he must labor and experiment; it is thus only the mind grows and widens, and acquires at once strength and grace, health and beauty.

There may be, for aught I know, a difference of capacity in men by nature; to one, God may have given ten talents, and to a second only five; and this may be only a point of that beautiful system of gradation we see reigning everywhere, from the lowly flower to the stately and enduring oak, from the insect of an hour up through steps and tribes to the immortal archangel; but between the mightiest and the meanest, between the imperial mind of Newton and the puny mind of the savage, there is no difference so vast as that produced by culture. In the fabled tournament of romance, it was not the muscular force of the Norman Knight, nor the fiery spirit of the Templar, nor the brawny might of Athelstane the prince, that bore away the palm, but the skill and courage, the well practiced arm of the youthful son of Cedric the Saxon; and so, in the great battle of life, it is not talent, it is not genius, it is not any native superior power that wins the day: but diligence, application, perseverance, patient, unfaltering effort—the armor of the mind ever on—the mental weapons ever in full play—the resolve to conquer, or to fall in the lists.

Selected for the Teacher.

OUR COMMON SCHOOLS.

They give the keys of knowledge to the mass of the people. I think it may with truth be said, that the branches of knowledge taught in our common schools, when taught in a finished, masterly manner; reading—in which I include the spelling of our language—a firm, slightly, legible hand-writing, and the elemental rules of arithmetic, are of greater value than all the rest which is taught at school. I am far from saying that nothing else can be taught at our district schools; but the young person

who brings these from school can himself, in his winter evenings, range over the entire field of useful knowledge. Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner-stone of that municipal organization which is the characteristic feature of our social system; they are the fountain of that wide-spread intelligence, which, like a moral life, pervades the country. From the humblest village school there may go forth a teacher who, like Newton, shall bind his temples with the stars of Orion's belt—with Herschel, light up his cell with the beams of before undiscovered planets—with Franklin, grasp the lightning.

EVERETT.

Selected for the Teacher.

TRUE ESTIMATE OF THE TEACHER'S CALLING.

One of the surest signs of the regeneration of society will be, the elevation of the art of teaching to the highest rank in the community. When a people shall learn that its greatest benefactors and most important members are men devoted to the liberal instruction of all its classes—to the work of raising to life its buried intellect—it will have opened to itself the path of true glory.

There is no office higher than that of a teacher of youth; for there is nothing on earth so precious as the mind, soul, character of the child. No office should be regarded with greater respect. The first minds in the community should be encouraged to assume it. Parents should do all but impoverish themselves, to induce such to become guardians and guides of their children. To this good all their show and luxury should be sacrificed.

Here they should be lavish, while they straiten themselves in every thing else. They should wear the cheapest clothes, live on the plainest food, if they can in no other way secure to their families the best instruction. They should have no anxiety to accumulate property for their children, provided they can place them under influences which will awaken their faculties, inspire them with pure and high principles, and fit them to bear a manly, useful, and honorable part in the world. No language can express the cruelty or folly of that economy, which, to leave a fortune to a child, starves his intellect, impoverishes his heart.

CHANNING.

From Page's Theory and Practice of Teaching.

DRAWING-OUT PROCESS.

This consists in asking what the lawyers call *leading questions*. It is practiced, usually, whenever the teacher desires to help along the pupil. "John," says the teacher, when conducting a recitation in Long Division, "John, what is the number to be divided called?"

John hesitates.

"Is it the dividend?" says the teacher.

"Yes, sir—the dividend."

"Well, John, what is that which is left after dividing called? —the remainder, is it?"

"Yes, sir."

A visitor now enters the room, and the teacher desires to show off John's talents.

"Well, John, of what denomination is the remainder?"

John looks upon the floor.

"Isn't it always the same as the dividend, John?"

"Yes, sir."

"Very well, John," says the teacher, soothingly; "what denomination is the dividend?" pointing to the work upon the board. "Dollars, is it not?"

"Yes, sir; dollars."

"Very well; now what is the remainder?"

John hesitates.

"Why, *dollars* too, isn't it?" says the teacher.

"Oh yes, sir, *dollars*!" says John, energetically, while the teacher complacently looks at the visitor to see if he has noticed how *correctly* John has answered!

A class is called to be examined in History. They have committed the text-book to memory, that is, they have learned the *words*. They go on finely for a time. At length one hesitates. The teacher adroitly asks a question in the language of the text, thus:

"*Early in the morning, on the 11th of September, what did the whole British army do?*"

The pupil thus timely reassured, proceeds:

"*Early in the morning, on the 11th of September, the whole British army, drawn up in two divisions, commenced the expected assault—*"

Here again she pauses; the teacher proceeds to inquire:

“Well,—‘agreeably to the plan of Howe, the right wing’ did what?”

PUPIL.—“*Agreeably to the plan of Howe, the right wing--*”

TEACHER.—“The right wing commanded by’—whom?”

PUPIL.—“Oh! agreeably to the plan of Howe, the right wing commanded by Knyphansen, made a feint of crossing the Brandywine at Chad’s Ford, &c.”

This is a very common way of helping a dull pupil out of a difficulty; and I have seen it done so adroitly that a company of visitors would agree that it was wonderful to see how thoroughly the children had been instructed!

I may further illustrate this *drawing-out* process, by describing an occurrence, which, in company with a friend and fellow-teacher, I once witnessed. A teacher, whose school we visited, called upon the class in Colburn’s First Lessons. They rose, and in single file marched to the usual place, with their books in hand, and stood erect. It was a very good looking class:

“Where do you begin?” asked the teacher, taking the book.

PUPILS.—“On the 80th page, 3rd question.”

TEACHER.—“Read it, Charles.”

CHARLES.—(*Reads.*) “A man being asked how many sheep he had, said that he had them in two pastures; in one pasture he had eight; that three-fourths of these were just one-third of what he had in the other. How many were there in the other?”

TEACHER.—“Well, Charles, you must first get one-fourth of eight, must you not?”

CHARLES.—“Yes, sir.”

TEACHER.—“Well, one-fourth of eight is two, isn’t it?”

CHARLES.—“Yes, sir; one-fourth of eight is two.”

TEACHER.—“Well, then, three-fourths will be three times two, won’t it?”

CHARLES.—“Yes, sir.”

TEACHER.—“Well, three times two are six, eh?”

CHARLES.—“Yes, sir.”

TEACHER.—“Very well. (*A pause.*) Now, the book says that this six is just one-third of what he had in the other pasture, don’t it?”

CHARLES.—“Yes, sir.”

TEACHER.—“Then if six is one-third, three-thirds will be—three times six, won’t it?”

CHARLES.—“Yes, sir.”

TEACHER.—“And three times six are—eighteen, ain’t it?”

CHARLES.—“Yes, sir!”

TEACHER.—“Then he had eighteen sheep in the other pasture, had he?”

CHARLES.—“Yes, sir!”

TEACHER.—“Next, take the next one.”

At this point I interposed, and asked the teacher if he would request Charles to go through it alone.

“Oh, yes,” said the teacher; “Charles you may do it again.”

Charles again read the question, and—looked up.

“Well,” said the teacher, “you must first get one-fourth of eight, mustn’t you?”

“Yes, sir.”

“And one-fourth of eight is two, isn’t it?”

“Yes, sir.”

And so the process went on as before till the final eighteen sheep were *drawn out* as before. The teacher now looked round, with an air which seemed to say, “Now, I suppose you are satisfied.”

“Shall I ask Charles to do it again?” said I; the teacher assented. Charles again read the question, and again—looked up. I waited, and he waited; but the teacher could *not* wait.

“Why, Charles,” said he, impatiently; “you want one-fourth of eight, don’t you?”

“Yes, sir,” said Charles promptly; and I thought best not to insist further at this time upon a repetition of “*yes, sir,*” and the class were allowed to proceed in their own way.

This is, indeed, an extreme case, and yet it is but a fair sample of that teacher’s method of stupefying mind. This habit of assisting the pupil to some extent, is, however, a very common one, and as deleterious to mind as it is common. The teacher should at once abandon this practice, and require the scholar *to do the talking* at recitation. I need hardly suggest that such a course of extraction at recitation, aside from the waste of time by both parties, and the waste of strength by the teacher, has a direct tendency to make the scholar miserably superficial. For why should he study, if he knows from constant experience, that the teacher, by a leading question, will relieve him from all embarrassment? It has often been remarked, that “the teacher makes the school.” Perhaps in no way can he more effectually make an ineffectual school, than by this *drawing-out process*.

From the Genius of the West.

THE AUTOMATIC GRAIN SCALE.

The Automatic Grain Scale was the novelty and centre of attraction of the 14th Annual Fair of the Cincinnati Mechanic's Institute, and the universal satisfaction expressed of its performances by mechanical and practical men as well as the admiration elicited from the curious by its novelty and beauty, must be a source of pride to the inventor as well as profit to the proprietors, Messrs. Bramble & Co. Who but an American would have invented an automaton scale? We look upon the grain scale as the embodiment of the great utilitarian American spirit of invention as compared with the musical-clock fantocini figure and ruffle-shirt ingenuity of the old world. Time, money, and a great expenditure of ingenuity have been lavished by mechanical virtuosos of Europe upon automatic singing birds. Lives have been worn out in contriving automatic dancing girls or a chess player, but it was reserved for an American and a Buckeye to invent an automatic weighing machine, a complete, perfect and useful automaton, self-weighing, discharging, registering, calculating and adjusting, the motive power being contained in the duty required of it, saving labor precisely where benevolence would suggest. Recommended by its simplicity, remarkable for its accuracy, and wonderful in its rapidity, it must supercede all other modes of weighing grain and many other articles. We have been at some pains to examine into the details of its mechanical operation, and it is merely a movable or oscillating drum upon a common double-lever Fairbanks platform scale. The scale is accurately balanced with this drum, and appendages upon it. On columns resting upon the outside frame of the scale is placed a table or platform, upon and attached to which are the register, scale beam, and gates with the machinery for opening and closing them at the proper time, and also the receiving hopper, but all entirely isolated from and disconnected with the weighing apparatus. The drum is divided into two compartments by a longitudinal partition; each compartment has a discharge gate below, which gates are opened and closed alternately, while they are moved on or off inclined planes, as the drum oscillates back and forth. The same motion serving to open the supply gates by means of acute-angled-triangular levers, which are caught by pins in the cylinder heads as the drum moves, lifting the closed gates up and admitting the grain through the apertures in the front of the hopper. The gates are closed by means of a bar of

metal balanced upon and astride the beam at the fulcrum, called the governor. It is operated upon by the elevation or depression of the beam itself. The register, placed also upon the table, is a ratchet wheel, the number of whose teeth corresponds with the required number of figures upon the dial. This is moved by a lever, the lower end of which works by means of a pin and friction roller in an oblique groove, in the small gate; and the upper end by an arm in the teeth; each time the gate falls, moving the wheel one tooth, and when it rises returning the lever to its place behind the next tooth. Poises corresponding to the weight of the article to be weighed are placed upon the beam; if wheat at the rate of 60 lbs. to the bushel, or corn at the rate of 56 lbs. The grain is then poured or admitted through the hopper into one side of the drum; when nearly the required weight is in, the beam rises; the governor falls and closes the gate and drops a small poise representing the last few pounds of the draft upon the beam. This quantity is slowly sprinkled in through the small gate until *precisely* the weight is in when the beam again rises. The governor closes the small gate, which falling upon a lever releases the drum, which revolves and discharges the weighed contents, and readjusts the machinery for the next draft. The falling of the small gate also moves the register, which by an index upon the dial points to the number of drafts or bushels, tons, ounces, or pounds, as the case may be. Attached to this dial are a series of calculated tables exhibiting at a glance the market value of the quantity indicated by the register.

We do not pretend to give a mechanical description of this excellent invention, but an outline merely of the chief points about it, sufficient probably to give a general idea of it.

SUPERINTENDENT'S DEPARTMENT.—CIRCULAR.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill. July 21, 1855. }

SIR: In compliance with the school law, which makes it my duty to issue circular letters, and the authority conferred on this department to make such rules and regulations as the superintendent may think necessary to carry into effect the provisions of the act, I have prepared the following circular, which you will

please distribute among the school officers, teachers and publishers of newspapers in your county. It has been prepared with especial reference to the various questions which have been, from time to time, submitted for my decision.

The school law went into effect immediately on its passage, but you will see by the 38th section that the school year commences on the 1st Monday of October, and ends on the last of September; and that by the 51st section of the act, on page 22, the school directors shall certify no schedules that reach back more than six months from the time fixed by law for the regular return and presentation of schedules. It is, therefore, clearly the duty of the trustees, in pursuance of the provisions of section 36, to apportion the money on hands in April on the several schedules certified and returned from each school in the township, according to law, in proportion to the number of days taught since the last regular return day fixed by the act for the return of schedules. As the regular return day for the presentation of schedules will be in October, the money on hands in April must be paid out for the support of schools taught after the first of October next, and the amount to be apportioned in October next will be apportioned on schedules presented at that time for schools taught since the 1st Monday of April. So far as the question relates to the distribution of the money on hands at either semi-annual meeting, it is not material at what time the school year commences, as the funds must be applied for the support of schools taught since the last regular time for the presentation of schedules.

The public funds liable for distribution on the first Monday of April, in 1856, must be distributed in accordance with section 36, page 13, of the act now in force.

Section 65 provides that so much of the state tax, state fund or common school fund, or from any township fund levied for the purpose of continuing the terms of schools after the state funds have been exhausted, shall be applied only to the payment of teachers. This does not contravene the specific directions in section 35, for the apportionment of the school funds by the trustees. It was contemplated that the township funds would be more than sufficient to meet the incidental expenses. It is also a well settled principle of law that the specific applications of the fund must be first provided for.

The proviso of section 35 authorises the directors of any district to apply the balance of any funds collected for the purpose of building school houses, &c., and not otherwise specifically directed to be applied, to the payment of teachers.

If there is any balance of funds liable for distribution on the 1st Monday in April in any year, which in the opinion of the trustees shall not be required for distribution, said amount shall be considered as principal in the fund to which it belongs, and loaned as such; but the trustees may, by an order to that effect, direct the treasurer to hold it subject to distribution at their ensuing semi-annual meeting. In this way, by the consent of the directors of each district in the township, a portion of the funds may be applied for the support of both winter and summer schools.

It is the exclusive duty of the township trustees to levy a tax for the payment of teachers of schools in the township for the ensuing year, provided the fund applicable to the payment of teachers is not sufficient to keep open the schools for six months of the year. They also have the power of levying a tax for the purpose of extending the terms of schools for a longer period; and if there should be any deficiency in the fund for the payment of teachers' wages, they may also collect by taxation such an amount as they may think necessary for that purpose, (see section 70,) and the money collected for the deficiency in the fund for the payment of teachers may be applied on schedules previously returned according to law, although not within six months from the last return day. The certificate required in section 70 must, however, state for what purpose the tax is to be applied.

The bond required of the township treasurer must be approved and accepted by the township trustees. Section 52 requires the board of trustees to take the bond, and although in the form of the bond the words "directors of board of education" are used, the construction given to this section requires that the bond should be given to and must be approved by the trustees.

After a township has been laid off into districts the trustees have no power to alter or change any district, except at a regular session, (see section 35.)

Districts composed of parts of two or more townships may be established; in which case the trustees of the interested townships shall act in conjunction; but when such districts are formed they cannot be changed without the consent of a majority of the trustees of each township.

The regular meetings required of the trustees on the 1st Mondays of April and October may be continued from day to day or adjourned to be held at any other time.

The trustees are instructed not to make any distribution of the school funds for the payment of teachers until the time for the presentation of schedules has expired.

The trustees of townships are authorised, when requested by the directors of any school district, to convey in their corporate name school house sites, (see section 41, page 16.)

School directors are directed to give notice of the time and place for the election of directors to be elected on the 1st Monday of October next, and also notice for the filling any vacancies by giving notice required in section 27, for the election of trustees; which election is to be conducted in accordance with the provisions for the election of trustees. A majority of the directors are authorised to purchase, build or rent school houses, to supply fuel and furniture, to purchase district libraries, for the payment of which section 71 authorises them to levy a tax.

The directors may establish one or more schools in each district, and may also unite with two or more districts in the same or different townships, and establish a union or high school, or central school, for the instruction of all the children from the consolidated districts. Said school may be governed according to the proviso of section 37, page 14, and the directors of each district may levy a tax for the payment of their proportion of the expense necessary for the procuring the buildings, furniture, fuel and other incidental expenses.

Under this provision primary schools may be established in each district, and a high school for the more advanced pupils, or a central school may be established by the union of several districts, when the school funds are insufficient to keep open the schools in all the districts.

No school, however, whether high or primary, is entitled to the school funds except in proportion to the number of days taught, to be ascertained by adding the whole number of days' attendance of each scholar, and adding said whole numbers, to arrive at the grand total number of days' attendance, according to the form prescribed in section 50, page 20.

No teacher is entitled to any of the school funds unless he is qualified to teach the branches required in section 47, and produces a certificate in conformity with said section, page 19.

The school commissioner may issue blank forms prescribed by law, to be signed by him, with authority given to persons whom he may appoint, to examine teachers, (see form on page 19, section 47.)

No scholar can be transferred from one district to another without the consent of the directors from each district.

It will be the duty of the school commissioner or board of examiners, when requested by the directors of any district, to ex-

amine teachers in the higher branches ; in which case they shall certify to the additional branches proposed to be taught ; but no certificate can be given unless the teacher is qualified to teach the several branches enumerated.

Trustees of townships are required to lay off their township into one or more districts.

So much of section nineteen as refers to a county convention is of no force, as there is no provision for calling such convention.

As there was delay in the printing and distribution of the school law in time for the people and the officers to act under its provisions, the commissioners, trustees and township treasurers are directed not to withhold any portion of school fund from townships or districts in which schools have not been kept for six months in the year ending October, 1855 ; and when any school funds shall be withheld for any cause, it should be held subject to the decision of the school commissioner or the instructions of this department.

The trustees of schools have no power to make an apportionment of school funds until the return day for the presentation of schedules ; but they are authorised by the 36th section, on page 13, to shorten the period for the return of schedules, by making an order to that effect and giving notice to all the teachers and directores in their townshp, in which case no apportionment should be made unless time and opportunity was given to all persons interested. The object of this provision was to avoid the inconvenience to teachers who could receive no compensation until after the expiration of six months.

When such apportionment is made and such a certificate is given to the teacher as is required by section 50, it is the duty of the township treasurer to pay said order, provided the teacher has complied with the provision of section 66, page 29.

The school commissioner will give notice to the directors of each district that if schools for the education of every individual person over the age of five and under twenty-one years, in their respective districts, shall not be kept for at least six months of the year commencing October 1st, 1855, and ending the last of September, 1856, such districts will not be entitled to any portion of the school funds to be distributed the succeeding year, (see sections 45 and 11.)

Section 86 provides that all fines, penalties and forfeitures collected under the provisions of this section shall be paid to the township treasurer ; and all other fines, penalties and forfeitures imposed or incurred in any of the circuit courts of this state, or

collected by justices of the peace or other county officers, except fines collected in incorporated cities or towns for the violation of the by-laws or ordinances of said towns or cities, shall be paid to the school commissioner of the proper county, to be distributed by him in the same manner as the common school funds of the state are distributed.

Section 74 authorises the directors to borrow money for the purposes of erecting school houses, purchasing school house sites, or for repairing and improving the same, provided the total indebtedness for the loan shall not at any time exceed one per centum of the assessed value of the entire property of the district.

For the qualifications of voters at elections of school officers see section 30, page 11.

School directors may authorise teachers to make contracts with persons who may send pupils to school, for the payment of the balance due them after the fund for the payment of teachers is exhausted.

As the school funds are to be apportioned among all the schools of the township, without regard to districts, in proportion to the number of days taught since the last return day for the presentation of schedules, it is important, if it is desirable to have schools taught at different periods of the year, that there should be such an agreement among all the districts in the township, as without such an understanding some districts might draw a larger portion of the school funds, without having schools taught more days in the entire year.

I would urge the weaker districts to have a central union school, at least during the summer months, for the instruction of the younger children.

No teacher who is not employed by the school directors is entitled to any portion of the school funds.

The certificate to be given, according to section 50, page 21, must be signed by the directors of the district, and the bond, to be approved, according to section 53, must be taken in the name of the township trustees, approved and accepted by them.

I recommend for circulation among the school officers, teachers and friends of popular education, the Illinois Teacher, a paper published monthly, in pamphlet form, at Bloomington, Illinois.

Yours, respectfully,

NINIAN W. EDWARDS.

To School Commissioner.....county.

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARNY, }

From the Ladies' Christian Annual.

BY - AND - BY.

BY EVELINA M. F. BENJAMIN.

"Many times have these little words beguiled us, and still the memory of that silvery "by-and-by," like the sunrise of Ossian, is pleasant but mournful to the soul."

Oft is this sentence uttered,
And oft hath it beguiled
The man of years and wisdom,
And the merry-hearted child;
Who, weary of the winter,
Says, "'By-and-by' 'twill pass,
And the buttercups will nestle
In the waving meadow grass."

'Neath foreign skies, the wanderer
Breathes the words with raptured tone,
As fancy paints the meeting
With the dear ones, all his own.
"By-and-by," he'll see the hedgerows
Where the wild red roses twine,
And his home, its white walls peeping
Through the foliage of the vine.

"By-and-by," the scholar tells us,
"I'll climb the steep of Fame,
And on its giddy summit
Carve in letters deep, my name;
Neither brain nor heart shall falter,
Until the goal is won:
Then shall my course be upward,
Like the eagle toward the sun."

Oh! words most sweet and cheering,
They have often been to me,
Calming my troubled spirit,
When distrust brought agony;
Like a loved name breathed at twilight,
They have chased my griefs, and fears,
And the light they shed, weaves rainbows
That span the mists of years.

NOTICE OF BOOKS.

THE AMERICAN DEBATOR—BY I. N. McELLEGOTT.

This is a work just published by S. C. GRIGGS & Co., Chicago, and is worthy the especial attention of teachers. It contains Rules for Debate and Parliamentary Practice; Examples of Debate in Full and in Outline; nearly six hundred questions for Debate; Forms of Constitutions for Debating Societies; and numerous valuable Rules and Suggestions for the acquiring of skill in speaking, extemporaneously, and the conducting of Deliberative Assemblies. In clearness, and accuracy of diction it defines the province, quality and necessity of deliberative eloquence; and is unsurpassed as a book of reference. Every teacher should make it his constant companion until thoroughly versed in the parliamentary rules of his country. This work is worthy the attention of all who love good order in deliberative assemblies, and who wish to make good and efficient speakers in public.

CUTTER'S PHYSIOLOGIES:—We have just received Cutter's Series of School Physiologies. These, in connection with his Anatomical Plates, should find their way into every school in our country. This study has been too long neglected in our schools. In our estimation it should be the first study placed in the hands of children, when they can read intelligibly, and no man or woman should be considered qualified to teach school in any capacity whatever without thoroughly understanding the general principles of physiology. The old saying, "Know thyself?" is not only adapted to the *intellect*, but to the *physical constitution*. When the physical laws of our being are thoroughly understood by teachers of all grades from the Common School to the highest University, and are taught to their pupils, what a physical revolution—and we might say mental, there will be in the development of the constitutions of the graduates issuing from our colleges! Instead of the sunken cheek, the pallid brow, and the dim and hollow eye, we should see the bright and sparkling eye, the full and crimson cheek, and the healthy brow, and in lieu of leaving their Alma Mater, as many do, to go home to die, or drag out an unhappy, weary, and feeble life, they would go giants in both physical and mental strength, and would reap the anticipated fruits of their toil, and labor up the hill of science, in the great field of usefulness. For the extensive circulation of these series, see advertisement in the back part of this number of the "Teacher."

THE ILLINOIS TEACHER.

Vol. 1, No. 8.] W. B. BUNNELL, EDITOR OF THIS NUMBER. [September, 1855

For the Illinois Teacher.

INSTRUCTION OF YOUNG CHILDREN—AGE FOR COMMENCING SCHOOL ATTENDANCE.

BY W. B. BUNNELL, EDITOR.

HORACE MANN, of Antioch, Ohio, formerly Secretary of the Massachusetts Board of Education, informs us in his account of the Prussian schools, contained in his report of the State of Education in Europe, made to the Board, that children are not allowed to attend school in Prussia, till they are six years old. How very different this from the custom with us! If the comfort and convenience of the occupants should be consulted, there ought to be, at least in country school houses, a liberal supply of cradles, baby wagons, baby jumpers, and other articles from the nursery. We yet do remember, very distinctly, of being "hand-sledged" a mile and a half to the school house, by older brothers, when only four years old; and it was thought a great favor to our young mind, to be thus early started in the "path of knowledge." Having in our youthful days only taught winter district schools, we never did succeed in teaching but one child its letters; and that one was four years old about a month after the quarter closed. The cause was, the little ones of that age could not attend school with sufficient regularity during the winter season to accomplish anything, and long before they had reached the age of six, or even five years, the female teachers of summer schools would have performed that elementary work.

We will proceed to state the causes of this practice, and our reasons for considering it a grievous wrong.

The first cause which we will name is, the anxiety of mothers to rid themselves as early as possible of their offspring. Some parents seem to look on school mainly as furnishing this relief. They wish school would begin, their children are so troublesome. They will gladly pay the tuition of children at school, for the sake of keeping them thereby out of the way; thus wishing to shirk their personal responsibilities, and throw upon others what belongs to themselves; upon those whom they will hold to a strict accountability for the easy and successful performance of the work, entirely free, to be sure, from those harsh measures which themselves would employ in restraining their young hopefuls.

But do not such parents mistake, and pervert entirely the end of school attendance, which is, to furnish that regular and systematic instruction and mental discipline not practicable in the ordinary family? while the government of the school is a subsidiary though indispensable consideration, designed to enable the real work to be done. Then under what obvious disadvantages does the teacher perform what the parent so readily imposes upon him! Not to speak of other difficulties, is a prison a comfortable place for any one, especially for the young? "I don't care whether my boys learn anything if they are only kept out of the street," a father will sometimes say, though intelligent on most subjects. Yet who does not know that the school-room is the worst of prisons, with the order that must there prevail, only as it is the place where the confinement of the body is compensated by the freedom which the mind enjoys in the acquisition of knowledge, such as will enable it to throw off the shackles of ignorance to wear no more forever!

But when mere infants, that should not be denied maternal sympathies, are the victims of this imprisonment, is it not the part of cruelty? They must suffer unnatural restraints, or create confusion and disorder in school. Receiving perhaps ten minutes attention a day, they must be confined five hours on hard seats, in a posture as nearly motionless as possible; and he has the best government who has the faculty to reduce them most nearly to a state of inanimation. But kind mammas want them taken care of. They can't have them in the streets, or in the dirt, while they themselves have tarts, and flounces, and various gewgaws to attend to, and must be relieved of the trouble of their little ones. Need we wonder at the manifestation of incipient disease, and vicious dulness, on the part of those whose early

infancy gave high promise of health, and amiableness, and superior intelligence? And what end of this folly can be expected but that utter disgust of school which results in truancy, with the attendant habits of falsehood and juvenile vagrancy, and finally in a wreck of all parental hopes?

Parents, if your neglect comes not to so dire an issue, do not claim to yourselves any virtue; *you have done what you could to bring it about.*

The second cause we shall notice is, the misunderstanding of the real objects of school instruction, in its first stages. The immortal mind of man is so constituted as to be ever learning.—The infant of a year old has already made considerable progress in the acquisition of knowledge. It has abundant opportunities for the employment of its early powers, for several years. By-and-by it needs to avail itself of a new source of information, one that will be principal in future years: that is, written language. At the arrival of the period when it is proper for it to take this step, and certainly not before, it may be sent to our ordinary primary school; not when it is old enough to begin to learn, which it began to do long before it was able to walk.

Now, parents will reason, it is time for our very smart child to begin to learn something, a work which they look upon as commencing in the school-room, and so off it must go to school, even at a very early age.

The process of learning written language is, in itself, rather dry, mechanical and uninteresting. It is often made much more so than necessary from the faulty manner in which it is pursued; especially are very young children incapable of exercising that judgment and intelligence requisite to an easy acquisition. They become in consequence, mechanical in their attainments, and form habits that remain with them. They are occupied solely with the mere means; they are merely learning how to read, whereas, soon as possible they should be made to enjoy the end, that of gaining additional knowledge by means of reading. Though intelligent on all out of door subjects, they are dull at school, for here the processes mean nothing to them.

For years the poor child will keep on reading the tasks of his school reading book, with little idea that they have any meaning. I once took a boy, nine years old, and had him read to me a period in his reading lesson for the day previous; which thing he accomplished after a long series of efforts, as I constrained him to dwell on each word till he could, if possible, make it out, while his teacher would pronounce the word for him and hurry him to

some kind of a repetition. When I had finally declared him right in the enunciation of the entire period, he was for hastening into the next, when I stopped him with the inquiry, what he had been reading. That was a new idea; that he had been reading any thing! He had read for years without the slightest idea, seemingly, that the words that he had got over had any meaning.—He had been a bright child at two; had been sent to school, on account of peculiar smartness, at three; kept steadily at it during term time; at nine he was little more than a senseless machine, as far as school efforts were concerned, and surprised his parents with the evidences which he gave of incorrigible dullness, though yet bright enough in regard to other things.

An opposite example, to illustrate our views, will be furnished by a little girl very backward in infancy. She had been taught the *names* of the letters at home, as every child should be. In the seventh year, she was placed in the school-room, and at once put at an intelligent consideration of their *sounds*. She was now of an age when she was capable of intelligence. In a single week, she studied her lesson with interest and advantage. In four weeks, we saw her, at recess, quietly engaged with *coal*. After pronouncing the letters, she said to herself that *c* before *o* has the sound of *k*, and that *a*, turned down, is not sounded; then she made out how *k-o-l* would be pronounced, and gave the same pronunciation to *c-o-a-l*, repeating the letters till she tho't they would be remembered. Her parents, real old fogies in educational matters, had given orders that she should be occupied two quarters exclusively in spelling; but long before the first ended, she had the privilege of a page at home, in the evening, as a reward for good behavior, in one of Denman's excellent little reading books; and when the second quarter commenced, the parental interdict was removed, and she at once greatly excelled in reading those who were her superiors in years, and had been kept at school a long time, because she had been able, at her age, to do every thing intelligible in the school-room.

Another great evil in early education is, the keeping of children too much of their time in school, and consequently, the conducting of them into subjects beyond their depth. A boy nine years old once proposed to us, on entering school, that he was half through Algebra, and as for Grammar, he had finished that! On being inquired of, he thought *the* a verb, or a *noun*, or he didn't know what! Though we had some success in teaching, we never could make that boy learn much, by three years' efforts. We are confident that our Miss just introduced, had done, in two

quarters, nearly all a child should be put at till the medium age of ten. She had in her possession the means of learning from books. She has been in school one term since, during which, among other things, she laid a foundation for a knowledge of geography which now excels that of many a teacher, gained since, from books and maps; and she took quite a start, from Jane Taylor's Physiology, in the "Natural sciences." While out of school, she has still been advancing rapidly, in various departments of learning. As specimens of historical questions which she is wont to ask, we give the following: Whether Alfred, the Great, after he became king, did not punish the woman that abused him while a private citizen? Why Napoleon did not remain on Elba till he might have had a better chance to succeed? Which was the greater man, King David, or King Solomon?

The reader may be assured that the above is no fancy sketch; and that the difference, in the two children, is wholly owing to difference in manner of instruction. As far as native ability is concerned, the boy had decided advantage.

For the Illinois Teacher.

THE NEW YORK OBSERVER, AND "REFORM IN SCHOOL HOURS."

BY THE EDITOR.

A reverend clergyman, long since gone to his reward, used to say more than twenty years since that the New York *Observer* was the "sober Indian," whose business it was to take care of the remaining members of the company while indulging in a drinking spree, since this journal was accustomed to maintain a serene calmness, while all about it was running mad with new projects for reform and progress.

This character for orthodox conservatism the *Observer* has praiseworthily maintained to the present time. It has survived to witness the triumph of many of those principles for which it contended, to no little popular discredit, as well as the failure of many once popular schemes. It is with no light regret, consequently, that we read in a late number, the following editorial endorsement of a most questionable "reform."

"An effort is making in the Eastern States to bring about a

very important change in the length of time during which schools are taught. It is proposed to reduce the number of hours of daily instruction, from five or six (the present time) to *three*—requiring the scholars during three other hours to devote themselves, with equal assiduity, to such manual labors in the open air, as shall tend to the improvement of their health, and the higher development of their physical powers.

“At first view, it strikes us that the reformers have aimed at *too great* a reduction of the number of hours of study. If they had said *four*, instead of three, we should have regarded it at once with more favor; still, we believe it is a movement in the right direction, and one that deserves the thoughtful attention of all who are interested in the subject of education, and in the culture of the young. It has long been impressed upon our minds as one of the most distressing facts in connection with our present system of education, that the *physical* is set aside for the *intellectual*,—that the children in our schools are so tasked, both in the hours of school and in those other hours which should be devoted to exercise, recreation or sleep, that it is utterly impossible for them to enjoy, that greatest of all earthly blessings, “a sound mind in a sound body.”

“Six hours a day—the usual limit of a school—are quite as many as the mind of any person ought to be occupied in intellectual labor. The greatest writers have found that they could not be employed even as much time as this, with any degree of success. It has recently been stated that one of the most prolific writers of the present day labors but three hours in every twenty-four: but he says himself that he concentrates his entire faculties upon the work in hand during these three hours. If men, ministers and others, who are addicted to sedentary habits and to mental occupations, find that six hours are more than they can bear of uninterrupted labor, for five or six days in the week, much less is it likely that children and youth, whose constitutions are not yet established, can sustain an equal amount of confinement and toil.

“Indeed, we have not a doubt, that if the minds of the young were suitably trained and occupied during four hours of each day, and as much time was spent by them in the open air, in such exercises as would develop, without straining, their muscles, they would make more rapid and substantial progress in their studies in the course of five years, than those would who devote six hours a day to study, and take no systematic exercise. It is deplorably true, that in the larger part of our educational institutions in

this country no attention whatever is paid to the physical education of the young.

“And while this neglect exists, it is at the same time true, that the whole of the six hours is occupied with study or with recitation—which is more exciting to the mind than study itself; and then additional burdens are imposed upon the children, of lessons which they are required to commit out of the school hours, and oftentimes depriving them of all opportunity for play and physical labor, compelling them to be studious in the evening,—keeping their minds in a state of high excitement until bed-time, when they must retire in such a state as precludes the possibility of that quiet repose essential to the refreshment of body and soul. The evil is thus extended through the entire twenty-four hours; and so constantly is this excitement kept up during five or six days of the week, that the child is made nervous, irritable, dyspeptic, miserable, and in too many cases is fitted only for a life of pain or an early grave.

“It is impossible to speak in terms of two severe reprobation of the present system of education in this country, so far as the physical developments of our children are concerned. We are, therefore, exceedingly gratified to hear that a note of alarm has been sounded on the subject. And although, as in the case of many other reforms, too much may be attempted, we trust that the minds of parents and teachers will be roused to a proper consideration of the subject, and that healthful changes will be gradually—we hope, speedily introduced.”

We have given our readers the full benefit of the *Observer's* reasonings. To the cautions against “too great” changes, and attempting “too much,” we heartily say amen. Nor would we have “physical education” neglected, nor destroy the health of the body, so that it may not be ‘a sound’ abode for ‘a sound mind,’ by excessive intellectual labor. We also admit that the man who “concentrates his entire faculties upon the work in hand during three hours” of every twenty-four, performs enough of intellectual labor. But the ground upon which we totally object to reducing the study hours of the young to three per day, is that they are wholly incapable of such concentration. The uninterrupted study (including recitation) hours do not exceed five per day, usually, in schools; deduct from these, time for recitation and that when the attention is wholly absorbed with extraneous matters, and not two hours are left for getting lessons; and we have been guilty of requiring two hours of study besides, from a notion we early formed that pupils ought to “make the motions

of studying" about four hours a day. But during these four hours, there is not an average of an hour, if there is of half an hour, of "entire concentration" to lessons.

Some pupils, of all ages, and in all classes of schools, destroy their health, and often their lives, by hard intellectual labor, even where there are no restrictions, each one studying as he pleases. But we do not believe it to be a general fault that the "physical is set aside for the intellectual." We have taught pupils from the rough hills of New England, who came to school solely to learn, which they did most successfully; yet with a great deal of intellectual, they did not neglect the physical so as to suffer any harm. And we did once give a vacation, by occupying his place, to an assistant in a New York private school, to which pupils were sent that they might "learn something." We were cautioned from expecting much, and with reason! A score of those boys would not do as much intellectual work as one green boy from the mountains. Talk of "the intellectual" injuring such? Whatever they might have suffered from other causes, we are sure they had not intellects to hurt.

In truth we look upon it as the thing to be deplored in our school systems, that there is so little intellectual labor in comparison with the time spent in school attendance. Some of our active business men get a tolerable practical education with six or nine months of attending school, far better than is now generally gained in as many years. We have come to entertain less of charity for failure of health on account of severe mental labor among members of our higher institutions than we once indulged. Shattered health we have often known to be the result of irregular habits, while the inability to study complained of results from the power of indolence gained over the mind. The poor victim struggles, and really imagines that he has labored too hard at his studies, whereas if he could once go really and earnestly at work, throwing off the fatal incubus of sloth, the spell would be broken, and he could press on in his course with new vigor, and renovated health.

It is idle to talk so much about the great precociousness of children, as is customary. "Smart scholars" are the bane of teachers. A phrenologist perhaps has tickled the vanity of parents by assuring them that their child has some wonderful "intellectual developments," and is only to be held back; with the assurance that it is a genius, they witness it taking to the lightest kind of reading in the lightest way, and mistake this for the fulfilment of favorable prophecies. They must call on the new

teacher only to advise that the sole danger is, the child will study too hard. But the poor teacher finds its head full of vanity rather than information, and incapable of studying at all. The result is obvious. The teacher is prejudiced, and does not appreciate his pupil!

Let us carefully observe what are the true evils of our school system, and endeavor to remove them, and be cautious lest we make progress backward, in our attempts to improve, as we most certainly should, by reducing the hours of study. That such a measure should find favor in certain quarters of New England does not surprise us; but how the wary and considerate editors of the New York *Observer* should be led to favor the scheme, we are at a loss to understand. We certainly hope they will review the subject, and bend their potential, and valuable influence to the CAUSE of real reform.

For the Illinois Teacher.

JOHN G. SAXE.

BY THE EDITOR.

No one will question the right of this distinguished wit and poet to a place in an educational journal. Though not an author of school books, he is one of the best left hand friends of the modern race of such. Though not a teacher, in the usually narrow sense of the word, his frequent appearance before lyceums, those popular, and truly democratic educational institutions, must vindicate to him the title of a public educator: not to speak of his services so often rendered at the commencements and anniversaries of schools, popularly so called.

He has not failed to give many capital hits on the subject of education. Observe what he says about the study of boys:

“—of all studies in the round of learning,
From Nature’s marvels down to human toys,
To minds well fitted for acute discerning,
The very queerest one is that of boys.”

What veteran teacher will not exclaim, that is my mind exactly; though he might fail entirely to express the idea with the clearness and the point of our poet.

John is death on the educational follies of the times, as the

following extracts from his Poem of Progress will attest. Why he gives the gentler sex so large and so severe a portion we cannot understand, as our poet was certainly never an *old* bachelor, unless indeed he may have thought that in the prevailing defects the schools peculiarly appropriated to them are especially exceptionable. He speaks of our times as the era

“When critic wits their brazen luster shed
On golden authors whom they never read,
With parrot praise of “Roman grandeur” speak,
And, in bad English, eulogize the Greek ;”

and after mentioning a variety of other characteristics of the period, he announces as his theme, “Progress,” that very fashionable one, a few years since, for fashionable oratorical performances ; yet the reader has already perceived the satirical vein of the author, who declares that though an attorney, and no poet, he

“——will sing to Yankee license true,
In spite of Horace and Minerva too.”

Early in his performance, our boasted educational enterprises come in for a share :

“Talk not, ye jockeys, of the wondrous speed
That marks your northern or your southern steed :
See Progress fly o’er Education’s course !
Not far-famed Derby owns a fleeter horse !
On rare Improvement’s short and easy road
How swift her flight to Learning’s blest abode !
In other times, (’t was many years ago,)
The scholar’s course was toilsome, rough and slow :
The fair Humanities were sought in tears,
And came, the trophy of laborious years.
Now, Learning’s shrine each idle youth may seek,
And, spending there, a shilling and a week,
(At lightest cost of study, cash, and lungs,)
Come back, like RUMOR, with a hundred tongues.”

“What boots such progress, when the golden load
From heedless haste, is lost upon the road ?
When each great science, to the student’s pace,
Stands like a wicket in a hurdle race,
Which to o’erleap is all the courser’s mind,
And all his glory, that ’tis left behind.”

“Nor less, O Progress, are thy newest rules
Enforced and honored in the ‘Ladies’ Schools ;
Where Education, in its nobler sense,
Gives place to Learning’s shallowest pretence ;
Where hapless maids, in spite of wish or taste,
On vain ‘accomplishments’ their moments waste :
By cruel parents here condemned to wrench
Their tender throats in mispronouncing French :
Here doomed to force, by unrelenting knocks,
Reluctant music from a tortured box :

Here taught, in inky shades and rigid lines,
To perpetrate equivocal 'designs :'
'Drawings' that prove their title plainly true,
By showing Nature 'drawn' and 'quartered' too !"

In ancient times, I've heard my grandam tell,
Young maids were taught to read, and write, and spell,
Neglected arts ! once learned by rigid rules,
As prime essentials in the 'common schools.'
Well taught besides, in many a useful art,
To mend the manners and improve the heart ;
Nor yet unskilled to turn the busy wheel,
To ply the shuttle, and to twirl the reel,
Could thrifty tasks with cheerful grace pursue,
Themselves 'accomplished,' and their duties too.
Of tongues each maiden had but one, 'tis said,
(Enough, 'twas thought, to serve a lady's head,)
But that was English : great and glorious tongue,
That CHATHAM spoke, and MILTON, SHAKESPEAR sung !
Let thoughts too idle to be fitly dressed
In sturdy Saxon, be in French expressed ;
Let lovers breathe Italian,—like, in sooth,
Its singers, soft, emasculate, and smooth ;
'But for a tongue whose ample powers embrace
Beauty and force, sublimity and grace,
Ornate or plain, harmonious yet strong,
And formed alike for eloquence and song,
Give me the English,—aptest tongue to paint
A sage, or dunce, a villain or a saint."

The reader must not imagine our poet opposed to a proper and thorough study of various branches here named, for purposes of utility. Where mere display is the object, and no substantial acquisitions gained, they come under his criticisms. While in favor of a judicious attention to drawing, he would ridicule the silly Miss, who, for the mere name, perpetrates "pictures" which show

"Nature drawn and quartered too."

Most Literary Monthlies embellish their numbers with something in the line of the fine arts ; but though this is not our ordinary custom, we will introduce, to close this sketch, a portrait of our poet which will no doubt be acceptable to our friends. It is not, it will be perceived, a lithograph, but a chirograph rather, from the poet's own hand. He seems to be neither a delicate, nor a handsome man. Observe him :

Now, I am a man, you must learn,
Less famous for beauty than strength,
And, for aught I could ever discern,
Of rather superfluous length.
In truth, 'tis but seldom one meets
Such a Titan in human abodes,
And when I stalk over the streets,
I'm a perfect Colossus of roads.

TENFELSDROCKIP'S ACCOUNT OF HIS TEACHERS.

BY THOMAS CARLYLE.

My Teachers were hide-bound pedants, without knowledge of man's nature, or boy's; or of aught save their lexicons and quarterly account-books. Innumerable dead vocables (no dead language, for they themselves knew no language) they crammed into us, and called it fostering the growth of mind. How can an inanimate, mechanical gerund-grinder, the like of whom will, in a subsequent century, be manufactured at Niirnberg, out of wood and leather, foster the growth of anything; much less of mind, which grows, not like a vegetable, by having its roots littered with etymological compost, but like a spirit, by mysterious contact of spirit. Thought kindling itself at the fire of living Thought! How shall *he* give kindling, in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder? The Hinterschlag professors knew syntax enough; and of the human soul thus much; that it had a faculty called memory, and could be acted upon through the muscular integument by the application of birch rods.

Alas, so it is every where; so will it ever be, till the hodman is discharged, or reduced to hod-bearing, and an architect is hired, and on all hands fitly encouraged; till communities and individuals discover, not without surprise, that fashioning the souls of men by knowledge can rank on a level with blowing their bodies to pieces by gun-powder: that with generals and field-marshal for killing, there should be world honored Dignitaries, and were it possible, true God-ordained Priests, for teaching. But as yet, though the soldier wears openly, and even parades his butchering tool, no where, as far as I have traveled, did the school-master make show of his instructing-tool; nay, were he to walk abroad with birch girt on thigh, as if he therefore expected honor, would not, among the lighter classes, a certain levity be excited?

The income of the Toronto University and Upper Canada College, as reported to the Legislature, amounts to \$75,200 per annum.

The School Lands of Wisconsin were estimated, in 1854, to be worth ten millions of dollars, and the value is rapidly increasing.

For the Illinois Teacher.

AGENCIES FOR IMPROVING SCHOOLS.

BY THE EDITOR.

The present is understood to be an important era in the educational interests of Illinois. The importance of education seems to be generally appreciated. A new law has been enacted by the Legislature, imposing heavy additional taxation; and when objection is made to the law, as are almost always made to new laws of so general interest, it is not to this main feature, the increased pecuniary demands which it imposes, but to some of what are supposed to be the inconvenient details. It is now highly important that the expectations raised should not be disappointed. For did not the people expect great improvement in their schools, they would not acquiesce so heartily in the imposition of the increased burdens.

As far as our observation has extended, legislation in behalf of schools is usually ahead of other efforts to improve them; and when people complain of faulty legislation, as the occasion of defects, they would more justly censure other things in connection with schools, on account of which adequate legislation in their favor is abortive. We know well that legislation is a convenient scape-goat, according to the erroneous understanding of this word, on which to lay all our sins on this subject. But for years we have had no anxiety for legislative reforms, and legislative patronage, confident that individual effort is the all important requisite. Let those who choose look to the legislature, and we care not how much aid they may secure; we would look to ourselves and our patrons. They can furnish the means to educate their children, if legislation neglects to assist them, provided *they* feel the importance of the matter; *we* perform our work successfully.

The principal agency for the improvement of schools is, the better education of teachers. This must result from the better system of instruction in the schools where they obtain their education. Where shall we find these schools? And whence these improved systems? Alas! it is not so easy a task as might be desired. Faulty systems are not uncommon even among schools of high pretensions. It must be a very gradual work. Meanwhile, every effort must be employed to secure talent and ability and experience in the school-room, as through these, improvement is to come, if it come at all.

Among the available agencies for the improvement of schools, of a less permanent character, we name, first,

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

The former may be organizations having stated meetings ; the latter, mere occasional assemblages of the people, who are instructed in the improvement of schools. They should meet in council, to consult together, to hear addresses on the subject, and to devise measures for advancing school interests. It is a pity that there cannot be in every county, and in every township in the state, if not a regularly organized Educational Association, at least one assemblage of the people each year, for the purpose under consideration. Much less worthy objects are wont to call together the masses.

We name, as a second agency,

TEACHER'S ASSOCIATIONS.

Teachers may have occasional gatherings ; but there ought to be, (as there is in Illinois,) a State Teacher's Association in every State, meeting annually, not gathering merely a score or two of teachers, as did the one at Peoria last year, but numbering its hundreds of attendants. As, however, comparatively few of the whole number of teachers can be at a session of a State Association, there should also be an association in each county, that may hold more frequent meetings ; also associations of the teachers in the same townships, or neighborhoods. One of the most pleasant and profitable with which we were ever connected, was an organization of the ten teachers in one township, holding its meetings on each Friday evening.

All such associations serve as reunions, and as opportunities for an exchange of sympathies and for the formation and renewal of acquaintances among teachers ; also for mutual consultation on the duties of their profession, and for mutual advice, as to the manner of performing them. Teachers go to their school-rooms to teach others ; they meet in convention at the sessions of their associations to teach each other. Each presents the results of his own experience for the benefit of the whole.

The third agency, and one of no little importance, which we shall mention, is,

THE TEACHER'S INSTITUTE.

Here teachers assemble to be taught by those whose attainments and experiences qualify them for so doing. True the long course of training is very desirable to make good teachers. But

where this cannot be enjoyed, temporary instruction of the right kind may furnish useful hints whence the active teacher may derive great advantage. Though Institutes might seem to foster superficialism, yet this tendency can be avoided by care. They furnish, moreover, the means whereby improved methods of instruction can be brought before the mass of teachers.

We agree essentially with political economists in opposition to eleemosynary professional education, thinking it better that men should prepare themselves for employments, the avails of which will remunerate them for paying the fees of their own preparatory instruction. The Instructions of an Institute ought to be so valuable, and of so high an order that the pupils could afford to pay liberal fees for the compensation of their instructors, as they might so improve from them as to command better compensation for their own services. But we think there are reasons why the citizens of a county may furnish by voluntary contribution, or through their Boards of Supervisors, the means for procuring instruction and furnishing incidentals for Institutes, while it is customary in many places for the citizens of a community among whom an Institute is held to board the members gratuitously, or on very moderate terms.

Behold our system of machinery for the improvement of schools! Yet it is folly to suppose that it is going into operation without difficulties. We will notice a few of the causes of failure.

First, as to popular conventions, it is to be regretted that while people can convene for agricultural, and political purposes, those of an educational character have less interest for them. Such gatherings, we have reason to apprehend, will be rare, and sparsely attended.

In regard to teacher's associations, we respectfully remark that there ought to be *associations of teachers*. Men, mere citizens, who of right should have an interest in education, and who should promote and sustain *educational* associations, should not assume a prominent influence in *teacher's* associations. Some of them may have taught a little when young, employing teaching as "a stepping stone," &c., but who has not? Addison I believe, in a paper on poetasters, quotes from some one,

"Those who cannot write, and those who can,
All rhyme, and scrawl, and scribble to a man."

With slight changes this might be applied to teachers. What teacher has not been annoyed by the advice of some quondam teacher, advice which he evidently never followed himself! A gentleman excused himself when asked to write an article for the

"Teacher." on the ground that he had been three years making a farm, which occupied his thoughts. Yet previously he had taught a dozen years in one locality. Many are not equally modest, with the slightest experience, after the longest interval. Retired or superannuated teachers, especially those who had labored long in this State, may be admitted to honorary membership, but let acting teachers have the control. We shall not be thought actuated by feelings of jealousy, when we declare that we shall scarce come within the outside limitations of honorary membership.

Many eyes are now turned to Institutes, as promising the needed good. But as far as our observation has extended, these have been most ephemeral in their character. We had something to do with the steps preliminary to starting the first Institute ever held; that in Tompkins Co., N. Y.; but that, though for some time kept up semi-annually, publishing a catalogue at each session, has for years been extinct. Scarce one can be found in the eastern states that has existed half a dozen years. Some of the causes of failure should be noticed.

They should not, by any means, be changed into mere Teacher's Associations. Valuable instructions and lectures should be procured, at whatever cost may be required. Many teachers may suggest profitable things, who could not be depended upon to give permanent value to an Institute, without which they will not long be resorted to.

The instructions should be such as will fit the teacher for the school-room, furnish him with such information as he needs there. Curiosities and novelties should therefore be avoided. The teacher needs to instruct in the elements of Grammar, for example, and how to teach these profitably, is a far more important consideration with him, than the disposition of some conceit in the unfinished poem of Pollock, that deserves, perhaps, only to stand in a list of examples of false grammar. He needs to teach Arithmetic, while abstruse problems are of less consequence to him. He needs very little instruction in a score of curious-"ologies," as in the more common branches he will find enough to do, if he is to secure to his pupils a valuable knowledge of them. We would not, however, be understood as pronouncing against all the branches of Natural Science, as appropriate to common schools, provided they can be studied with the requisite aids, even before the common branches are fully mastered. Some of them may furnish interesting and profitable exercises, whereby the routine of school may be agreeably diversified: consequently they

should receive attention in the Institute. An author of a book may be quite capable of instructing in the subject which it discusses; but in recent times, since school book making has become one of the veriest trades, bankrupts at other occupations perhaps, going at their manufacture as a cooper at making flour barrels, it is very apt to be otherwise. By nothing, we believe, have Institutes, as well as Teacher's Associations, been so much injured, at the East, as by allowing their time to be occupied by professional book makers, some of whom have had the personal good fortune to be paid for advocating their own interests. Let those whose trade it is to manufacture,

"Easy lessons for uneasy boys,"

seek their own means of advertising their nostrums, while the Institute is kept sacred for the improvement of teachers.

Last but not least, as an agency for school improvement, let us name the *Teacher*, our own unpretending "*Illinois Teacher*." This ought to be the medium of information and of instruction between the friends of education; quite as important to the family, in which are children to educate, as to the teacher. Ten thousand is not a subscription list at which it should stop, and it would not, were it made sufficiently interesting and valuable, and were the subject of education properly appreciated.

For the Illinois Teacher.

SCHOOL GOVERNMENT.

BY THE EDITOR.

An able English Essayist tells us of a naval commander who was placed over a ship having a crew noted for their disobedience of orders, and their disposition to rebellion and mutiny. The most severe punishments had been inflicted, to no purpose. The new commander instantly commenced a system of discipline as near as possible to that of ordinary law, impressing on the minds of the seamen that he did not inflict, or vary, or remit punishment of his own will, but in accordance with the requirements of high principle. After all had been made to understand the rules, time was given for reflection, and for a careful hearing, after every offense. The commander conducted himself as the

mere organ of the law, making it felt that he unwillingly, but necessarily dispensed its penalties. Such was his course, that the remark became common, "The captain takes it to heart more than the fellow himself," when any one was punished.

The success of this plan was such as astonished the oldest officers. Ruffians were tamed and overpowered, how or why they knew not. From the fiercest spirits were heard the most earnest entreaties for the forgiveness of their commander; not before the punishment, for entreaties then were useless, but afterwards. An invisible power, remarks the essayist, it was that quelled them; a power that was irresistible, because it took away the very will of resisting. It was the awful power of law! A faculty was appealed to in the offender's own being, of which he had not previously been conscious. But it answered to the appeal.

This is the only effective principle of government. Strength may be met by strength; the power of inflicting pain may be baffled by the pride of endurance; the eye of rage may be met by the stare of defiance, or the downcast look of dark and revengeful resolve; but who can struggle with an invisible combatant? This is the spirit of law! I enjoy its protection in that it controls those who would harm me, and therefore it is no more my avenging fiend, than it is my guardian angel!

Thus is man to be governed, and thus only can he be *governed*. Let the same principle reign in the school-room. Let the pupils be made to feel that it is law that governs them, not the will of the teacher; that he is the constrained agent to execute the requirements of law; that offenders force upon him a disagreeable necessity, which he would gladly avoid, if they compel him to punish them. "W'ont *you* excuse me," should never be heard, with the expectation that it will secure the remission of punishment. If punishment is ever remitted, or relaxed, it must be in accordance with the principles of law, the same that apply to the granting of reprieves in all judicial cases. Such a system would operate uniformly, and therefore justly.

ATLANTA.—We are happy to learn the Rev. West, formerly an instructor in Wake Forest College, N. C., has the Atlanta Seminary, his esteemed lady being associated with him in instruction. We cordially welcome them to the Prairie State.

Selected from a lengthy Poem in the Mass. Teacher.
TEACHING AND TEACHERS.

BY JOHN ROSS DISE, M. D.

* * * * *

“ Delightful task to rear the tender thought :
To teach the young idea how to shoot,”
Sings Thomson, to poetic phernzy wrought ;
But must I doubt if Thomson e’er set foot
Within a school’s four walls, when fifty boys,
Or more, burst out with more than Babel-noise,
Putting a damper on the teacher’s joys !
“ Delightful task !” so must it be when round
The wheel of Education smoothly goes ;
But wanting Order’s oil, who has not found
The Teacher’s office one of countless woes ?

Yet spite of these, who takes a higher stand
Through all the length and breadth of this fair land,
Than he or she, who occupation finds
In tending the plantation of young minds ?
In city’s midst, in hamlets far remote,
At home, abroad, they till the field of thought.
Day after day they wage a steady fight,
The dark foe Ignorance to put to flight.
What are their weapons ? The resistless darts
Of Truth, with which they pierce dull heads and hearts.
What is their panoply ? Not plated steel,
But patient hope and unabated zeal.
With these they battle each succeeding day,
Wearing health, hope and energy away !

Ah ! this broad world has heroes, nobler far
Than those who over fields of carnage sweep !
Who ’re decorated by a cross or star ;
At whose name, thousand swords from scabbard leap !
You ’ll find them in the Common School-house, high
On the bleak hill-side, on forlornest moor ;
Where’er the Eagles of Columbia fly ;
From North to South, from East to Western shore !
Watch they, and work they on their mission vast,
And when their day of toil is overpast,
The seed they sowed in patient hope may be
In future generations, some great tree,
Whose branches may bear fruit, and still expand,
A glory and a shelter to our land !

Yes, great their mission ! as each morning shows
Bright visaged boys and girls in goodly rows,
Let each School-Teacher think before him sits
This country’s future Sages, Poets, Wits !
That yon dull boy, the humblest of the band,
“ The applause of listening senates may command.”
That yon fair girl, with form so frail and slight,
May prove a Female Washington, and fight
And conquer too, in her own cause of Woman’s Right !

Some of the greatest men of this great land
 Sprang to high places from the Teacher's stand !
 See Webster teaching in the Granite State !
 See Adams, well content on boys to wait !
 Think, classic Everett taught a daily class !
 That Seward saw small files before him pass !
 That others (whose names cannot pass away),
 Were all school teachers in their early day !

* * * * *

Parents, let me say

You are great Teachers, though in different way :
 Within your homes, at the domestic board,
 From you a mighty influence is poured :
 If from your lips should fall a careless word,
 By childhood's sharpened sense, 'tis quickly heard !
 Your looks are lessons, when with them you walk,
 Listening to prattle sweeter far than talk.
 What you may say of birds or flowers or trees,
 Will be the key-note of their sympathies.
 And is 't too much to say that parent skill
 Can mold the child to almost what it will ?
 Let Passion's lines the parent-brow disgrace,
 They 'il be reflected on the young child's face :
 Let warm affection parent-features move,
 And infant eyes will answer love for love !

Among the wonders which Geology
 Reveals, are traces of some former sea,
 That for a course of ages all unknown,
 Has been to human sense but solid stone ;
 Yet, on that stone, impressed by viewless hand,
 Are seen such ripples as we mark on sand
 After the tide has ebb'd. There long ago,
 An ocean's waters had their ebb and flow,
 And that hard stone was sand. But gradual change
 Wrought land and water wonders, new and strange !
 Assyrian and Cæsarian thrones were not :
 Dynasties disappeared, but on the spot
 Where flowed that ancient deep o'er sandy plains
 The impressed ripples even yet remains !
 So on the tablet of the youthful brain,
 "Wax to receive and marble to retain,"
 The faintest of impressions will appear
 In after time miraculously clear !
 By your example in the "Home-School," you
 A work for good or ill will surely do :
 The Teacher in the school may toil for naught
 Unless you aid him in his work of thought :
 Uphold his hands, work with him, and success
 Shall your united aims and efforts bless !

Happy New Edgland ! on thy frontier bold
 Here as I stand, a wanderer from the Old,
 I think of many a fair and foreign scene,
 'Twixt which and me wide oceans intervene !
 But well mayest thou, O pilgrim soil, compare
 With all which they can boast of good and fair.
 No Castles, such as tower where rolls the Rhine,

No Pyramids, like Egypt's marvels, thine!
 Upon thy streams no Abbey shadow falls;
 No ivy rustles on Baronial walls!
 The record most remote thy annals show
 Is that one when the Mayflower "moored below."
 But oh! New England: Castles, Abbeys, all
 Before thy moral grandeur fade and fall!
 Glorious are temples e'en in their decay!
 More glorious still this type, in this new day
 Of Progress, than those remnants of misrule!
 New England's glory is the Common School!
 And e'en the humblest, has to reason's eye
 More than the Coliseum's majesty!
 In ancient times the youths, from hand to hand,
 Transmitted each to each a burning brand;
 So be it ever your immortal aim
 To hand from sire to son Instruction's winged flame.

* * Let each one here recall

To mind the fact, that we are scholars all!
 From the first hour when in this world of strife,
 We enter on the A B C of life,
 To that mysterious point of time, when we
 Feebly articulate the final Z.
 We're ever learning, subject to high rule,
 The Time's our Teacher, and the World our School.
 So learn we that on Life's Vacation Day
 The Great Teacher, unto each may say,
 "Earth's lessons have well profitted thy heart:
 Still higher go, and now with angels learn thy part."

The Kentucky school, fund for 1855, is \$160,904 98, being an increase over the last year of \$8,772 27. The whole number of districts in which schools were taught in 1854 was 31,257. These schools are attended by 211,188 children. For each scholar there is an annual appropriation of seventy cents. The largest number of children are in the county of Jefferson, amounting to 10,934.

N. Y. Observer.

If there is no mistake in the above figures, it will make the average attendance of each school in Kentucky, less than seven. Is it possible?

Williams College, Mass. The venerable known as West College, as we learn from the Williams Quarterly, is undergoing a thorough repair. The inside of the building is to be taken out, and reconstructed on a new plan. The editors suggest, we think they are hardly sincere in this, that the only thing to be regretted is that the studies of many of the students in entomology will be cut short.

For the Illinois Teacher.

CHANGING SCHOOL BOOKS.

BY THE EDITOR.

How vexations to parents! how annoying to teachers! In almost every effort for school improvement, it is among the first things taken hold of. But we believe a successful experiment has yet to be made of correcting the evil by the recommendations of Associations, or Superintendents. After years of trial, the former find it best to let the thing alone.

If the evil is to be remedied, we must remove its cause. There must be such a degree of intelligence among teachers that they cannot be imposed upon by agents to adopt bad books, and that they will know how to use good ones. Again, there must be greater permanence in the teacher's relation. A school may be occupied four successive years by four different teachers, each highly accomplished, and at each change, the interests of the pupils be promoted by a change of text books. Perhaps few will at once admit the truth of this statement, as all must, on consideration. Let us see. The school arithmetics of Emerson, Adams, Greenleaf, and Perkins are all respectable works, every one will allow; yet each has its peculiarities, of course, or each would not enjoy a copy right. Each has its favorers, who cannot willingly be induced to use another. I might refuse to send my child to a teacher of Greenleaf, not liking the system; but if that teacher esteems Greenleaf, as much as the admirers of that author frequently do, why I should not send my child, and direct him to use another system. If capable of teaching for me at all, it is with his own method of instruction.

How it may be with the admirers of the others we know not so well, but we do know that we teach the system of one of these books; for nearly a score of years, we have taught no other; if a class should set down before us with any other book, we should teach this system still, and our pupils by not having our favorite author, (which they would not long be without, and we be their teacher,) would really be doing without a text book. As well might we be expected to preach Antipedobaptist views, and Congregational Church government, when an Episcopalian, or the doctrine of the Apostolic Succession, when a Presbyterian, as to follow a system of teaching which we do not believe in. We should violate our own self-respect, and deserve to lose the respect of others. May be we are wrong; perhaps another sys-

tem is as good as our favorite ; but we are conscientious. If in error, it is not for following our convictions, but for not having employed the means to be right. Convince us, not dictate to us, and deny us our rights of conscience.

But there are not only respectable books found in schools, but absolutely mean ones. This morning we found in the Post Office a school book to our address, having on its back a notice that its precursor in a series was enjoying a tremendous run, being recommended by a host of college professors ! Yet we count the same definition, substantially repeated three times, in twelve pages, a needless definition at best, as we think, and each time in very bad English. Suppose such a book is in our school, or a treatise on grammar, the rules and definitions of which would furnish ample exercises in false grammar, for such books are sometimes to be found, must we use it ?

But the remedy, the only one for changing books. Let the first of those four teachers remain, and there would be no need of change. The wrong is to change teachers, which forces a change of books. If people would avoid the annoyance of a change, they must secure good teachers, and so compensate and treat them as to retain them. Let a school for educating teachers establish a good system of instruction, then all the teachers in the section which it occupies, will be educated after one model, for the convenience of those schools in which there must necessarily be change of teachers. Would a particular school avoid the danger of changing text books ? Let it procure teachers educated according to the same system.

This is no speculative theory. We know at least of two sections of country where the idea has been realized.

SCHOOL HOUSES IN PRUSSIA.—In the kingdom of Prussia, with a population of 16,331,187, there are 23,384 school houses or one to 698 of the population. Taking the proportion of children that usually attend school in a free American population, where the advantages of school are general as in Prussia, this would give an average of 170 to 190 pupils for each school house.

The school fund of the State of Connecticut, on the first of April last, amounted to \$2,049,953 ; and the income therefrom, during the past year, was \$156,248. This sum was divided among 100,000 children.

For the Illinois Teacher.

“ ’TIS A WEARY LOT AT BEST.” *

BY AUNT LIZZIE.

So sang the Massachusetts School Teacher. *She* could not get time to play *all* the long summer day, but was compelled to work *six* hours out of the twenty-four; poor girl!

Pity it was for *her* that the Almighty Dispenser had not arranged the delicate fabric of which she was formed into butterfly wings; then she might have sported away her brief existence without danger of meeting afterward the fearful question:

“What hast thou done with the talents I have given?”

Pity, too, for the poor little ones to whom she stands in place of mother. Are they not, too,

“Shut out from the pure and balmy air?”

Do they not

“Look, with a longing eye,
To the woods and fields away?”

Sure if the school-room is such a prison, the pupils are prisoners,—the teacher only jailor; and since the prisoners are shut up for no fault of their own, and the jailor fairly paid for watching them, our sympathies are entirely with the former. But we only refer to this poetry (?) to enter our protest against this, and all other complaining on the part of teachers. This complaining is far more common than acceptable. How often at teachers’ conventions is much time wasted—and we might add—much credit lost, by these exaggerated representations of the ills of the teacher’s vocation. Educational Journals are not free from the same fault. All this repining is entirely idle. Nobody need teach in this country where labor of all kinds is so fully rewarded. S. E. W. for instance might have become an operative in a Lowell Mill, or a seamstress, or a kitchen domestic, or any thing else she chose. No one’s fault but her own that she was doomed to drag out the dolorous existence she describes. Our advice to her, and to all similarly situated, is, choose some business you love; and having chosen, follow it cheerfully.

But does one say: “I teach from a sense of duty.” Very well. If a sense of duty placed you in the school-room, we shall hear no grumbling about the hardships of your lot, of the be-

* Poetry in the July No.

littling nature of the employment, of its scanty remuneration, or its terrible tax upon human life, for your pride, if nothing more, will lead you to perform so important a duty cheerfully.

We do not pretend that a teacher's life is all sunshine. There are shadows on his pathway that can be lifted only by the hand of Omnipotence. No human heart knoweth it, save his only on whom it resteth. That shadow has no respect whatever to those mere physical discomforts so often harped upon, want of pay, hard labor, and neglect of the world. It cometh only when the heart of hope which the faithful teacher had long cherished for a beloved pupil is broken entirely. This sorrow will come sometimes. The most faithful and efficient instruction will not save all pupils; possibly it may not save those for whom you feel deepest solicitude.

But why speak of sorrow only? Is not the appropriate business of the teacher, that of imparting instruction, the most pleasant under the sun? Sit down by that overgrown boy whom all, even partial parents, pronounce incorrigibly dull. Give him an easy lesson and teach him to master it. Is the lighting up of the lamp of knowledge in his soul nothing to you? As day by day you see and know that he is becoming transformed from a mere troublesome mass of brute force into a noble, thinking, reasoning intelligence, are you not rewarded for all your labor on his behalf? And what if no one appreciates this change but yourself; is it not enough that you yourself know it?

This last supposition is almost needless. Able and faithful instruction rarely misses the meed of praise it has fairly earned. It may be withheld for a time, but is seldom lost entirely.

PEORIA.—The second city of Illinois has fared rather hard in the recent census, having less than twelve thousand population, whereas every body supposed it to be 15,000. A paragraph going the rounds of the papers reduces this to about 9,000, leaving out one ward, while a traveling editor, through the omission of a cipher, has brought it down to 1400. But her *school* enterprise is not thus to be curtailed. The building for educational purposes now projected, including finished and in progress, will cost, when completed, at least \$150,000. This includes a college, to be under the patronage of the Old School Presbyterians, \$75,000.

For the Illinois Teacher.

THE TRUE SOURCE OF EDUCATION.

BY E. N. POWELL, OF PEORIA, ILL.

Man, in a perfect state of nature, except the inherent powers and susceptibility of improvement, without mental culture, is but little above the brute creation. But the great Architect of the Universe has implanted within him a *living, never dying* power which is susceptible, through the external objects of creation, of receiving impressions of thought, feeling, and affection, which are calculated to elevate him to the loftiest heights of intelligence and virtue. God is this great Architect, the universal centre and seat of all intelligence. He, as he has declared in his sacred word, has created man in his own image, and breathed into him a *living soul*. That soul is the mind, and from that centre and seat of universal intelligence, radiates rays of light and heat, which flow into the mind through the proper mediums, and illumines it, and he STEPS FORTH A MAN.

This, then, is the true and living source of all education; and it is within the power of every one, whatever may be his circumstances or condition in life, to drink, and drink deeply from this fountain. He has but to yield obedience to the laws of his being, and light and truth will as certainly flow into his mind, as that the natural sun, with its rays of light and heat, will flow upon the earth and produce vegetation.

There are certain laws of man's being that are as fixed and immutable as are the pillars of heaven, and by yielding obedience to those laws, man will attain to the great end of his creation; viz, wisdom and truth here, and happiness hereafter.

But if he disobey those laws, then the medium through which this light flows into the mind becomes perverted, and although mere scientific intelligence may be attained, yet it will be barren of that true knowledge which is the great object of man's creation.

This position can be simply and beautifully illustrated.

The mind consists of various faculties, each of which is administered unto by and through some external object of creation; yet all receiving their vivifying influence from the same great fountain. Thus the same sun with the same light and heat which flows upon the earth and brings forth the lilly and the rose, also produces the thistle and the thorn. So it is with the mind. The result of all true knowledge depends upon the state of the mind:

for the reception of truth. In order therefore to have the mind stored with true and genuine knowledge, it must lay aside all mere self-devised intelligence, and in humility acknowledge the source from whence all true light comes; the light, then, which flows into the mind is like the seed sown upon good ground which will yield a rich and abundant harvest; the lilly and the rose is produced. But let the mind be filled with vain thoughts and desires; without any acknowledgement of the source from which all knowledge is derived; then the receiving object is perverted, and the light and heat that flows into the mind brings forth the thistle and the thorn.

How important, therefore, it is in training the youthful mind to start it in the proper channel, that the receptive faculties be in such a state as to receive and appropriate that light, so that the lilly and the rose would alone be produced. Happy indeed would it be for man if this were more attended to by those who are entrusted with the training of youth.

But to demonstrate this position, and make it more clear and comprehensive, even to the most simple minded, I will give another illustration which can scarcely have escaped the attention of any one.

The softest and sweetest strains of music may fall upon the ear of one who has no music in his soul, and it will cause but little if any pleasurable emotion; whilst the same strains may fall upon the ear of another that is tuned to melody, and it will throw him into ecstasy and delight. The reason is the one was prepared for its reception, the other was not. So it is with the mind. It must be prepared for the reception of true and genuine scientific truth and knowledge before that truth and knowledge will be fixed upon the mind and appropriated. Or in other words the fallow ground of the mind must be broken up that the light and heat which radiates from that universal centre and seat may flow in and cause to germinate the seeds sown there by the creator.

The time to begin this preparation is when the first dawning of intellect begins to develop itself in the infant. At this time the mother is its guardian angel. And with what intense anxiety does the true christian mother watch to witness the first evidence of intelligence in her infant babe. And when she sees it fix its diamond eye upon some object, perhaps a breast-pin or an earring, she clasps her dear one to her bosom, and in the fullness of an over flowing soul, she rejoices to behold that it has had breathed into it a living and an intellectual soul. Then it is, when the child is weak in its intellectual as in its physical pow-

ers, yet fresh and pure from the hands of its creator, that this tutelage should begin, and it pointed to the true fountain and source of all knowledge, and to its own high destiny.

Perhaps at this time of the existence of the immortal spirit little can be done or expected. Yet the beginning should be made. The tenderer the plant, the greater the care required in its cultivation. At first, the weakest nourishment is administered to strengthen and support its physical powers, and gradually stronger food is given. So with the mind. In the first instance, perhaps, the simple lullaby, the soft and inspiring strains of music, something to mellow and soften its affections and prepare it for more nourishing food for the immortal mind. Christian parents, how great and fearful is the responsibility thrown upon you! a responsibility which can only be discharged by the most watchful care and attention. You are the medium through which the first light flows from the universal centre into the minds of your tender offspring—you who give the first impress to their minds. Be careful that this impress is such that the lilly and the rose will be produced.

For the Illinois Teacher.

FIRST IMPRESSIONS.

BY C. PARKER.

Having had considerable experience in teaching, I have found that more depends upon *first impressions* than is commonly imagined, and that any thing *well begun* is most likely to be *well done*. Therefore I have thought proper to devote this paper to the consideration of the preliminaries of school keeping.

In the first place, we should take a general survey of our field of labor, notice the location of the school house, examine its fixtures and furniture, and see how it is lighted, warmed, and ventilated. We should, as far as circumstances will permit, have such repairs, alterations, and improvements made, as will facilitate the acquisition of knowledge, promote the personal convenience and enjoyment of the scholars, and secure the attainment of a good physical, intellectual, and moral education.

When the day for opening school arrives, we should be ready and prepared to receive our scholars with a pleasant "good morning," assign them an appropriate seat, and give them something *to do*. Then we should schedule their names, and see that they

are written in their books; and examine the school in reading and spelling, and form suitable classes. This will be quite enough *definite* work for one day. But we should not let this *first*, and therefore *best*, opportunity pass without making a favorable impression upon the minds of our youthful charge. Let it be seen, by our *quiet* and *ready* dispatch of business, that we are *competent*, and by our kindness, that we are their friendly teacher. Let the pupils feel, as they are conveniently and comfortably seated, "having a place for every thing and every thing in its place," that school is a palace rather than a prison; that learning is pleasant, and that order and kindness will promote their present and future happiness.

Some promiscuous studies may occupy the attention of the school, while we are *reading* the character of our scholars, and arranging in our own minds, the routine of exercises. And before the school is dismissed, we will have a short address on the propriety, utility, and necessity of "punctuality"—calling it the *first* rule, and part with the scholars, all leaving the school-room quietly and respectfully.

The second day will be spent in organizing the classes in the various studies, taking care to have it done judiciously, and with the assent, and consent of the pupils, having it well understood that changes may perhaps be necessary, and that we do nothing capriciously or arbitrarily, but that we seek to promote the well-fare, prosperity, and happiness of the school; and that we are governed by the reason and fitness of things in all our arrangements. The second day may be closed by a review, and an intelligible address on the inconveniences of whispering in school, and the great utility of the *second* rule, "no communications."

The third day must finish the *charm*. All the classes are now organized, the routine of studies and recitations are established, and the school is under the full tide of successful experiment. And assuredly *now* is the time to secure the control of the school. Let us take care to improve the vantage ground, and deepen the good impressions upon the plastic minds of our youthful charge. Let the importance of punctuality be illustrated, so as to be felt. Let the utility of no communications, if possible, be duly appreciated and fully realized. Then announce the last general rule, "*fix your attention*;" without which all else will be comparatively useless; and close by remarks upon education, physical, intellectual, and moral. And, if we love our scholars, and are competent and faithful, we shall not fail to advance them in learning and virtue, and secure the approbation of a good conscience, and the favor of Heaven.

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARMY, }

ILLINOIS STATE TEACHERS' INSTITUTE.

The Committee on Exercises of the Illinois State Teachers' Institute report the following programme of the Exercises at the Sessions of the Institute to commence at Springfield, Ill., December 26th, 1855.

WEDNESDAY, DEC. 26.—MORNING SESSION.

Preliminary business, 9 o'clock A. M. Address of the President, 10 A. M. Report on the condition of the Common Schools of the State of Illinois, and also, the character of a Normal School, by Hon. N. W. Edwards, 11 A. M.

AFTERNOON SESSION.

Report of the Executive Committee. 2 o'clock P. M.

BRANSON MURRAY, G. W. MINIER, Prof. S. WRIGHT, Com.

Discussion of the question, continued. What shall be the character of a Normal School? By Prof. J. B. Turner, 3 P. M.

Report.—The best method of teaching Arithmetic. C. E. Hovey, M. Tabor; 30 minutes each. 4 o'clock P. M.

EVENING SESSION.

Address.—Subject Physiology; by Dr. Cutter, of Mass.; 7 o'clock. General discussion upon the subject of Dr. Cutter's address. 8 o'clock P. M.

SECOND DAY.—December 27.

Consideration of the report of the Executive Committee; 9 o'clock. General discussion upon the subject of Normal School.

10 o'clock. Reports on the best method of teaching Grammar and Geography; by D. S. Wentworth, and O. C. Blackmer; 30 minutes each. 11 o'clock P. M.

AFTERNOON SESSION.

Report of Committee on School Government. 2 o'clock P. M.

W. BARGE, W. B. BUNNELL, N. BATEMAN, Committee.

Appointment of the Committee on Officers and place of holding the next meeting, &c.; 3 o'clock. Report of W. F. M.

Army, Financial Editor, "Illinois Teacher;" 4 o'clock. Miscellaneous business till adjournment.

EVENING SESSION.

Address.—Popular Fallacies in Teaching; by Prof. N. Bateman; 7 o'clock. General discussion upon the subject of the address of Prof. Bateman; 8 o'clock.

THIRD DAY.—December 28.

Address of Pres. Sturdevant, of Jacksonville, on the utility of the study of the Classics; 9 o'clock A. M. General discussion on the subject of Pres. Sturdevant's address; 10 o'clock.

Consideration of the report of the Committee on School Government; 11 o'clock.

AFTERNOON SESSION.

Report of the Committee on Books and Library. 2. o'clock.

P. W. FERRIS, J. N. FOY, O. C. BLACKMER, Com.

Essay on Orthography and Reading; by J. C. Dore, of Chicago; 3 o'clock. Report of Committee on Officers and election of Officers, and report of Treasurer; 4 o'clock.

EVENING SESSION.

Lecture on Chemistry by Prof. D. Wilkins; 7 o'clock. General discussion upon the subject of Chemistry; 8 o'clock.

FOURTH DAY.—MORNING.—December 29.

Address on Music; 9 o'clock A. M. Consideration of the report of the Committee on Books and Library; 10 o'clock.

Address.—How should the Bible be introduced in our Common Schools, and its influence on the same? By Pres. Akers, of Lebanon; 11 o'clock.

AFTERNOON SESSION.

Address on the utility of the study of History; By Pres. Blanchard, of Galesburg; 2 o'clock. Exchange of views in respect to our Journal the "Illinois Teacher;" 3 o'clock. Miscellaneous business; 4 o'clock.

EVENING SESSION.

Address on the responsibilities of the Teacher's profession, by J. V. Watson, of Chicago; 7 o'clock. Miscellaneous business; 8 o'clock. Adjournment.

D. WILKINS,	} Com. on Exercises.
W. F. M. ARMY,	
A. A. TRIMPER,	

The following are the pledges made for Copies of the "Illinois Teacher" at the meeting of the Teacher's Institute held at Peoria last Winter.

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All of the above named persons who have not paid for their copies of the Teacher are requested to forward the amount immediately. We also desire all our subscribers who have not paid for their subscription to send the amount to us by mail, as we are much in want of funds.

In future the receipts for the Illinois Teacher will be acknowledged by publishing them in this work, and not by mail as heretofore.

W. F. M. ARNY,
FINANCIAL EDITOR.

SHELBY SEMINARY, established last year, at Shelbyville, Illinois, is in a prosperous condition, having nearly two hundred students, and its prospects are flattering.—*N. Y. Paper.*

KNOX COLLEGE.—By a very fortunate purchase made some years since, this Institution is said to possess property variously estimated as worth from \$300,000 to \$500,000.

A writer remarks: "Mexico is a proof how little a republican form of government can endure where there is no intelligence among the people. Had the nation expended as much money on common schools as it has on civil wars, its government would not, as now, be the derision of the world."

THE ILLINOIS TEACHER.

Vol. 1, No. 9.] Prof. S. WRIGHT, EDITOR OF THIS NUMBER. [October, 1855.

For the Illinois Teacher.

UNION GRADED SCHOOLS.

BY THE EDITOR.

It is to be hoped that this class of schools will be early established in this State and in all places instead of the Academy and Seminary. And it is truly gratifying to the friends of such Institutions of learning to know that our State Superintendent has chosen the Union School system for one of his themes for lecturing while performing his visitations this season. These schools are established on the right foundation, and when brought into complete operation, will present a system that will gladden the heart of every philanthropist and lover of learning; *then* they will furnish "an education good enough for the richest and cheap enough for the poorest."

They are called Union Schools, because they afford all the advantages of a well conducted common or select school and Academy for young gentlemen, and the seminary for young ladies; they are called *graded* because the pupils are classified according to their attainments; in such the scholar may commence with the alphabet and pass from one grade to another, until prepared to engage in the common pursuits of life, or enter any College or University.

And being established upon the same principles as the common school, *they* are truly democratic institutions—open for the benefit of *all*; while the select school or private institutions are

aristocratic in their character and workings, admitting such to enjoy their benefits as are abundantly blessed with this world's goods, and debarring those whose circumstances forbid their paying the extra expense, although often possessing more of Nature's wealth, and would adorn any circle or station in life, if equal advantages were offered. In the behalf of such we would urge the Union Graded System; for it affords a good and practical education to *all* the youth at a less expense than the common school and private institution do to a part only. In Union Schools the teacher has larger classes and consequently employs his time to a better advantage or more profitably than he could in the common school; for one *apt* to teach can instruct a class of twenty as well as three or four; and in a large or full class the student will have a greater stimulant, and will apply himself more closely than in small classes. The system by which such are managed is also superior to any other school, and the government usually better.

In private schools the pupils are often indulged to their detriment, and means resorted to in order to secure their good will are often of an objectionable character; for if such is not obtained, patronage is lost, and the teacher's prospects blighted. But in a public school the reverse is witnessed. The teacher is not dependent upon the capricious whims of a too indulgent parent, but fearlessly discharges his incumbent duty, confident of being sustained by his District Board.

Again, the inconveniences and obstacles that generally thwart the exertions of the teacher are obviated under the New System; such as a multiplicity of classes, and consequently inefficient recitations; the utter impossibility of adopting a system of discipline that can be properly administered to all the grades of scholars that usually crowd the district school-room.

The separation of the children of the rich from the poorer classes—for the wealthy parent *will* send his children abroad to be educated rather than support inferior schools at home—thus making a distinction in society by creating casts, and encouraging aristocracy, the bane of all that is ennobling, just or humane, and effectually destroying the harmony and brotherhood that should pervade all societies. Short sessions and frequent change of teachers, the dull routine, repulsive monotony, and mechanical methods which debar anything like an enthusiasm for study arising in the breast of the student, are removed under the New Order; and we witness in the place of such deadening and sleepifying influences a vigorous, noble and resolute action that awakens

all the faculties of the mind. This system of schools has proved to be the long sought system that would reach the mass ; and it can never fail as long as intelligence stands as the foundation of Republican Institutions ; whenever they have been put into operation under competent *teachers*, they have fully met the expectation of their friends in efficiency, thoroughness, cheapness and practicability.

For the Illinois Teacher.

LIGHTS AND SHADOWS.

BY MYRO MORTIMER.

"The gloomiest day hath gleams of light,
The darkest wave hath bright foam near it ;
And twinkles through the cloudiest night
Some solitary star to cheer it."—Mrs. HEMANS.

One bright, June Morning, Effie Merwin stepped lightly into the coach that whirled her away from her own home, to occupy the position of Preceptress in the Seminary situated in the beautiful village of G——. Very lovingly were the good-bye kisses imprinted upon her cheeks. "God bless you Effie," was spoken low and flatteringly ; the spirit links could not be severed by separation. The road wound through delightful scenery ; pleasant views met the eye on every side. Her heart, how light that day ! so buoyant with hope, and bright with anticipation.

Her own school days were over ; if a cloud flitted across her mind, it quickly vanished. *She* must succeed, for friends had ever been partial to the gentle Effie.

'Twas evening when the coach wound through the Seminary grounds. In the glimmering of twilight she saw the Hall, the Chapel, the winding walks, intersecting each other so fancifully—the majestic trees, with their long over hanging branches, making a shade so dense ! In the distance the clear, silvery waters of the lake, calm and unruffled as her own happy spirit.

As her eye viewed the scene, she was ready to exclaim in her enthusiasm, oh, I shall be so happy ! In her heart arose a feeling of thankfulness, that for the next few months, this was to be her home. One moment more—she is there. There are bright faces at the windows peeping out curiously ; the scampering of

busy feet is heard through the halls. The new teacher has come! is lisped from lip to lip.

The Principal meets her in the drawing room—very dignified, very stately, was Prof. B——. No welcoming smile. O, no, Prof. B—— never smiles; he is too dignified for that—he makes a few inquiries respecting her method of teaching; listlessly asks a few questions on abstruse subjects; for Prof. B—— is a very wise man. The only welcome, “I am glad you have arrived, Miss Merwin—the Chapel bell rings precisely at eight o’clock; I shall expect to see the teacher and pupils of your department present at that hour. I cannot impress upon *your mind* too strongly, Miss Merwin, the *importance of punctuality*.” He is gone.

Poor Effie—there is no light in her heart now; tears vainly struggle for permission to leave their hiding place. What is the matter? She cannot quite tell, only she is *disappointed*. She is sure Prof. B—— might have taken a little more interest—spoken a little more gently; for had he not *home* smiles to greet him? *home* ties to bind him? and *she* was a stranger, and all alone. She would have looked upon him as an elder brother, as a friend; but he was so coldly dignified, he would not let her; a feeling almost of fear was creeping into her heart.

There was a meeting of the Directors that night. “Miss Merwin has arrived I hear,” says Mr. Harvey, the one whose earnest solicitations drew Effie from her home. “How are you impressed, Professor?”

“Not very favorably, Mr. Harvey; she is a young, girlish creature—she has no *dignity*, nor experience; there will be more lessons taught in Cupid’s mysteries among the young gentlemen of *my* department than in the sciences.”

“She comes well recommended,” says Mr. Harvey.

“True,” replies the Prof., “I esteem Prof. A——; but this time his friendship has misled his judgment; she is young and inexperienced—more *show* than *substance*.”

“Well, then, Prof., you have only to lengthen that *face* of yours, assume a little more *dignity*,” said Mr. Harvey laughing. “If she is young, advise her; inexperienced, guide her; if the heart is only right, I fear no trouble.”

“My duties are arduous now, without taking *all* the responsibility of the ladies department,” said Prof. B——, tartly.

“You magnify the evils; we will see,” said Mr. Harvey.

A group of young girls was gathered in one of the rooms, eagerly engaged in conversation; the subject, the “new teacher.”

"I know I shall like her," says Nellie; "she looked so kindly, and smiled so pleasantly when she came in; I love her *now*."

"For shame Nellie!" says Jane Brigham; "have you forgotten Miss Corey? I never can love another teacher as I loved her, and I *wont try*."

So the young girls chatted away, expressing their feelings, some to love the new teacher, others to cling to the memory of the one they loved before. Alone in her room was Effie. The stars twinkled as bright—the waters of the silvery lake shone as clearly—the walks were as winding—the branches curved as gracefully. Effie saw no beauty now—the shadows were dark around her.

She bows in prayer—softly she murmurs; "Our Father, show me the way; guide me to the right; sustain me to fulfil every duty, to those with whom I am associated, to myself. Guardian Spirits, hover around me now."

The Chapel bell rang at eight; teacher and pupils were present. Time passes on; quietly, every duty was performed—the love of young hearts twine around her, and eyes brighten at her approach.

"Good morning, Prof. B.——," says Mr. Harvey, near the close of the second term. "Your school is prospering I hope; any of your young gentlemen been wounded by *Cupid's* darts, Professor?"

"O no, never was so prosperous as at present, Mr. Harvey."

"And Miss Merwin; do you think now there is more *show* than *substance*?"

A shade flitted across the countenance of Prof. B.——; but aside from his *unbending* dignity, he was frank, and generous.

"Mr. Harvey, I see you have never quite forgiven me for the ungentlemanly sentiments I expressed on the eve of Miss Merwin's arrival. I felt that she was a young, giddy girl—that she could not sustain herself. I long since discovered my error. I cheerfully yield her the tribute of possessing *all* the qualities enshrined in a true, a noble minded woman."

"Yes," said Mr. Harvey, shaking him warmly by the hand, "when the heart is in the right place, there is nothing to fear."

Another term passes. The coach is at the door. "God bless you, Miss Merwin," comes from trembling voices, as lovingly as when it was breathed at her girlhood's home.

"Do not forget *us*, Miss Merwin," said Prof. B.——, as he handed her into the coach; "we shall miss you" here sadly."

Oh, was she not repaid for those moments of bitterness, when

the spirit longed to go where "sorrow was unknown?"

Effie Merwin still lives—she has seen many of Life's changes since then. Often, in speaking to me of the past, she has said, "never, Myro, has a cold tone sunken so *leadently* in my heart as the one that told me to be punctual at the ringing of the Chapel bell at eight o'clock. She is the teacher's friend, and her motto ever is to *old*, to *young*—speak kindly to the teacher.

For the Illinois Teacher.

LET ME TEACH.

BY EDITH EATON.

Ye tell me the pathway the Teacher must tread
Is a briar-strewn path, and that round his head
Dark sorrows gather; and in the strife
His soul oft faints with the toilsome life.

I know it is rough, but with all its woe,
I would ask no happier lot below,
No richer boon bestowed by heaven,
Than that to the faithful Teacher given.

Let ME teach! 'Tis a task for angels meet,
To guide the spirits faltering feet,
In their first pure hours of joyous youth,
To the pearly fount of Eternal Truth!

To aid a soul in its wondrous flight,
Through the shadow realms of mystery's night,
Unlock the gates of knowledge fair,
And bid it rejoicing enter there.

To hold to eager lips, the cup
Of dewy wisdom gushing up,
Draw the veil of error and doubt aside
From where fadeless beauty and joy abide.

To lead the mourning from sorrow's night,
And pour on their spirits love's halowed light!
Tell the erring and fallen of sins forgiven
And point to the way that leads to heaven.

To support and guide the undying soul
Through life's rough way to its heavenly goal!
Be this MY task till my life is done—
The death-vale past and glory won.

And when these eyes shall be dim with cares,
And my form bowed low with its weight of years;
These locks washed white by Time's surging wave,
And my path grows short to the dreamless grave.

I will ask no more, as I pass away,
If those I leave behind will say,
When the turf is laid on my pulseless breast,
A FAITHFUL TEACHER HAS GONE TO REST!

For the Illinois Teacher.

THE SCHOOL-ROOM AND THE TEACHER.

BY PHILLIS.

Young minds are here for development. Young hearts full of hope and life, are here for culture. Gems of price untold ; no more to be compared with tinsel earthly, that perishes with the using, than is the time spent here, to be compared with illimitable eternity.

Intellect speaks from many a beaming eye ; intellect which, if properly developed, will leave "footprints on the sands of time," that may be landmarks to many a weary brother.

Still is there more hidden in yonder, down-cast eye, quietly sleeping, while its possessor all unconscious of the hidden treasure, treads the paths of life, waiting only until some unexpected call shall rouse it from its lethargy and send it forth to the world. Here too are warm hearts all untouched by this cold world's corrupting hand ; hearts sad experience has never taught distrust ; hearts full of noble ambition and lofty aspirations for the good and beautiful, in life and character. And here, Teacher, is your home. It is yours to give direction to the barks that are starting thus down life's current. It is yours to take these crude gems, and polish them until they shall be fitted to fill some important place, act some important part in the great drama of existence. It is yours to rouse the latent intellect, and light the torch of laudable ambition in the lethargic, or raise the lofty aspiration higher, and encourage the young adventurer never to yield until he sees the fulfilment of his highest hopes.

Here are joys in store for you which few fields of labor furnish. Nowhere in this darkened world is there found a happier place than the school-room, and the true teacher enters into and enhances the pleasures there offered to his pupils. The wide fields of science are there unfolded, and the teacher draws the inquiring mind through many a door, by it before unnoticed, opening to new fields of thought, and bids it gather treasure there. Early joys are in store for every true teacher. The young are loving, and trusting, and grateful too, and such gratitude is theirs as is not given when the heart grows cold. The teacher onward guides your bark with cheerfulness. Surely the sunlight of happy faces is ever around you, and when waywardness and dullness give you pain, with courage strive to conquer them ; then turn from thy sadness to the sunny hopes which living, opening talent ever inspires.

For the Illinois Teacher.

TEACHER'S PROFESSION.

BY THE EDITOR.

Much has been said of placing the vocation of the Teacher among the honored professions, and often do we hear the title of Prof. prefixed to the names of many, by way of experiment we would presume, to see how it would effect those in the humbler walks of life, or how it would appear on paper. But as yet no direct steps have been taken in our favored state to elevate the calling to an honorable position. And while we admit that it should rank among the learned, we would that a series of years should be devoted to a regular course of study before receiving a seat among the sages of the land. The physician is required to follow a prescribed course of study before he is allowed to take charge of the earthy part of man. The simplest prescriptions would be rejected unless he could show that he was acquainted with the physiology of the human body, and understood the nature of the diseases to which flesh is heir.

Such is right, for the body is the temple of the *mind*—the immortal part, and should be prized. But what should be the qualifications of him who administers to the immortal part?—Should it be entrusted to the care of one who is ignorant of its power, or of the natural aliment for its growth?

How often have the moral energies been crippled, the intellectual faculties benumbed and deadened, and almost every emotion of greatness in the soul suppressed, for the want of skillful hands to direct the mind and stimulate the intellectual powers to drink deep at the fountain of knowledge.

“In vain has been our toil,
We ought to blame the culture, not the soil.”

We honor the lawyer for his untiring exertions and years of study to fit himself for the duties that await the calling, where a few dollars only are pending. But should the wealth of the mind be forgotten, and the perishable treasures of earth be held in higher estimation than the choicest gift of our Heavenly Parent? While men of disciplined minds and vast experience are sought to fill our Legislative Halls, to enact laws for state and national government, it should be remembered that the teacher molds the plastic mind of the youth and prepares them to rightly understand law, and implants the principles of justice; and if he fills

his high prerogative, a superior code of laws will be taught than ever emanated from a Legislative body, which is a law of right; a greater and better government will be realized—self-government. These facts are generally admitted, and yet why this apathy that admits of no explanation. When we see the parent toiling early and late, regardless of the winter's storm or summer's sultry heat, depriving himself of the comforts of life, that a few dollars may be saved for a prodigal son to squander after his decease—withholding from his own blood all that is durable, or worthy of life's toil. We would that the miserly policy of starving the intellect to fill the purse might be changed, that the true cultivation of the mind might be considered as second to no other duty of life; for all that is known in science and art, in theory and practice, with all the experience of the past is required to enable each to fill his station in life; and though everything cannot be taught in school, yet the qualified teacher can so direct the minds of his pupils, that the objects of life will be sought. The pursuits of life in a country where the rays of civilization have long been concentrated, are complicated; and for one to live well and wisely, a high degree of cultivation is necessary. Teachers who know more of the nature of children, and more of the true method of developing the physical, moral, and intellectual powers, and of training these faculties, in such harmony as to tend to a perpetual growth of mind, should be induced to engage in and continue on in the arduous but noble calling; then the Teacher's labor would stand at the height of Honorable Professions. But where shall he learn this Art?

For the Illinois Teacher.

PRACTICAL ARITHMETIC.

BY J. W. FRISBEE.

The greater part, though not the whole, of Arithmetic as a Science pertains to the operations, properties and laws of Abstract Numbers. Nearly the whole of what we term Practical Examples fall under rules given for operating with such numbers, governed by a few axioms that are so plain as to be deduced from analogies, and though seldom stated, yet always implied; such

as: The Sum of the Parts equals the Whole: The Price of Unity multiplied by the Number equals the Whole Cost; &c. I propose to consider the natural order of subjects.

Numbers are but aggregate units; as many different kinds of units as we can discover so many classes of Numbers can we have. The operations upon numbers of all classes will be but repetitions or modifications of operations upon simple numbers. We have the simple one; or the fractional one third or one tenth; or the collective one dozen, one hundred: or the concrete one apple, one dollar, with its subdivision of reducible or compound numbers: and having learned to add, subtract, multiply and divide, it remains only to give the result its proper name. We can add or subtract quantities of like name only: our multiplier represents the *number* of additions, but may be fractional or collective, and hence must affect the name of the result: and division is correlative to multiplication. If we multiply 2 thirds by 3 fourths, we obtain 6 not thirds nor fourths but twelfths. If we multiply 8 tenths by 4 hundred, we obtain 32 tens.

In investigating the resultant names we find numbers naturally dividing themselves into primes, and composite numbers, or multiples. Further, in Notation we see the place of a figure determines its name; the successive digits to the left of units represent collective numbers, and the successive digits to the right, fractional numbers. We therefore naturally class decimals after whole numbers; and these form an easy introduction to common Fractions.

There are five independent processes in Arithmetic by which all its operations are performed. These are Addition, Subtraction, Multiplication, Division, and Extraction of Roots. One or more of these processes is employed in every Arithmetical operation. The last is least employed. With the others we perform all investigations relative to names of abstract numbers, and this is employed only in determining some of their relations.—There are two kinds of relation, the one telling how much, and the other how many times, one quantity is greater than another. The first leads us along Arithmetical Progression, and the second, Ratio, Proportion, Geometrical Progression and Roots. And here we think the pure Mathematics of Arithmetic end.

Considered in relation to objects, Numbers naturally divide themselves into Simple, Concrete, and Compound or Reducible Numbers. Most of practical examples used to illustrate the principles of abstract numbers, must necessarily, be composed of simply concrete numbers. In arranging the tables of Compound

Numbers we naturally look for that one to be placed first which serves as a foundation for the rest. Money we find derived from the *weight* of gold and silver; Weight from the force of gravity on bodies of the same bulk; Measure from the lines on the earth, or the length of a pendulum; and Time from the motion of the earth on its axis, or the degrees, &c., passed over by the sun. The present arrangement of the tables seems to have been handed down as sacred from the fathers of Arithmetic. The subjects of Percentage and Proportion complete the whole that is essential to *Practical Arithmetic*.

Brief as this general view seems, it is yet comprehensive.—Many subjects totally disconnected have so close an affinity as naturally to fall together. Thus Duodecimals are certainly a species of compound numbers, Reduction of Currencies belongs with Money, and Alligation to Proportion and Analysis. Mensuration, too, though a branch by itself might be epitomized under Long, Square, and Cubic Measure.

Synopsis of Arithmetic.

I. SCIENCE. ABSTRACT NUMBERS.

1. Notation, Numeration, Addition, Subtraction, Multiplication, Division. 2. Properties of Numbers. 3. Decimals. 4. Common Fractions, 5. Arithmetical Progression. 6. Ratio and Proportion. 7. Powers and Roots. 8. Geometrical Progression.

II. ART. CONCRETE NUMBERS.

1. Practical Examples. 2. Compound Numbers and Mensuration. 3. Percentage. 4. Proportion. 5. Analysis.

The rules to be memorized should be as short as is consistent with exactness. Every movement to the drawing of a line need not be described, nor should it be implied that there is no previous knowledge of elementary processes. LONG DIVISION has a frightfully long rule:—better “Divide the left hand figure or figures of the dividend, and find the excess; to this excess annex the next figure of the dividend, and divide as before.” This is true for Short Division, and why not all sufficient for long?

The rules for all kinds of Reduction may be merged into this: “Multiply the value of a unit by the number of units.” Rules for special cases are of course convenient for practice, but this golden rule will serve to bind and demonstrate them all. Thus Reduction Ascending is performed by division; but 1 *d.* equals 1-12th of a shilling; and 65 *d.* equal 65-12ths, which equal 5 *s.* 5 *d.* In an explanation by Division direct, I should not hesitate

to use the formula: "In 65 *d.* there are as many shillings as there are 12 *d.* in it; which are 5," that is 5-12*d.* in it, a collective concrete number. Division is one of two things, either finding how many of one number are contained in another, when the quotient will be abstract; or finding what number is contained in another a given number of times, when the divisor will be abstract and the remaining terms concrete. Thus: giving 3 apples apiece 12 apples will supply 4 3 apples, or 4 boys; and if the 4 boys have 12 apples we find how many apples are contained 4 times in 12 apples by taking 1-4th.

No text-book will, perhaps, meet every teacher's views. The advantage of teaching by topics, training a class on each branch of the subject till it is perfectly comprehended, is obvious; and oftentimes there are incidental advantages arising from such a course. Many pupils "cipher through" a book with no other idea than to get through and do the *sums*, and then a practical example "half fat" is too much for them. A ray of light will sometimes be let into such minds by breaking the routine of recitation.

NORMAL SCHOOL, September, 1855.

For the Illinois Teacher.

THE TEACHER'S VISION.

BY CHRISTOPHER SOUTH.

My soul was sad last night—a cloud of gloom enwrapt my spirit. I threw aside my book and went out where the stars were shining, that the cool night winds might fan my fevered cheek. 'Twas moonlight on the praries. From her far off home the pale "Night Queen" looked down and smiled upon the sleeping earth. Another day was past—a day of care and toil and strife; and the shades of night had brought repose to many weary hearts. Where but a few hours ago all was noise and confusion, silence now brooded undisturbed and peace seemed to encircle the whole earth in an embrace of love. The scene was very beautiful, but it had no charms for me, for I was weary and disheartened. I had just come from the school-room where for many weary days I had been trying to perform the arduous

duties of a Teacher. At times while striving to plant the seeds of Truth in the soul gardens of those young immortals, placed in my care, it would seem that my labor was not all in vain. But not often was I thus rewarded. Inattention and heedless neglect on the part of my pupils, cold words of censure from parents for what they deemed in me mismanagement, and a lack of sympathy from those whose *duty* it was to aid and encourage me, all wore upon my spirit and at the close of this day I felt that thus far my Teacher-life had been a failure.

Throwing myself upon a mossy bank by the side of a rippling streamlet, I yielded myself a prey to bitter, mournful thoughts. Why, I murmured, should I thus wear out my life in useless toil? If to teach is my duty, why has not heaven endowed me with the power to govern and to teach aright? Why must I labor so hard and reap such a reward as this? I have done all I *can* do and yet how little have I done.

My heart was sick and as I gazed upon the earth enrobed with flowers and tender leaves, and the moon and bright stars in the still blue sky all reposing in such quiet beauty, I wished that I might find that place of sweet repose where the "wicked cease from troubling and the weary are at rest."

I was about turning to leave the place when something which had seemed a bright spot of moonlight on the bank assumed an angel's form and approached me. I could see but dimly, for my eyes were filled with tears; yet I knew that countenance so pure and beautiful was not of earth; for on every human face is written marks of sin and suffering. It came near me and in accents such as only fall from angel lips, soothed my care-worn heart. "I have come from the far off land of bliss," it said; "my mission is to lighten the sorrows of earth's children, who were once my brethren. I have heard thy sad complainings and would gladly comfort thee. I know thy sorrow, for once I was a child of earth, and trod the teacher's briar strown path. Oft like thine was my spirit wrung with anguish, and I, too, grew weary of what seemed to me a useless life. At length my work was finished, the worn out body slept, but the hand of mercy opened Heaven's bright portals, and angels bade my spirit enter there. I did enter, but before the throne of God, beneath the tree of life and all around the fadeless plains of paradise I found my griefs and troubles all arrayed to welcome me! Yes, they all met me there, but oh! how changed they were! Every tear I had shed while striving to subdue the evil and fan to life the pure and good in the hearts of mortals, had been preserved by angel

hands and turned to glittering stars of light, with which to decorate my crown of glory which "the Father" gave me. Every sigh wrung from my aching heart by neglect, ingratitude, and scorn, had become a part of the balmy air of heaven which woke the deathless melody of angels' golden lyres, and my former cup of anguish was now overflowing with the cooling stream of life.

And still better than all this, in the bright heaven land I met with those who on earth had been *my scholars*! They gathered round me, bright sinless beings now, with harps of gold and crowns of glory; and they called me their teacher, and welcomed me to their home of bliss, and said 'twas I who first taught them to walk in the ways of truth which had brought them to this better land. Then did the Savior wipe all tears from my eyes, and say: "As ye did it unto the least of these ye did it unto me; Ye shall walk with me in white, for ye are worthy."

Courage, fainting teacher! the same bright joy awaits thee in the skies. "Cast thy bread upon the waters," and though thy life may seem full of bitterness, great will be thy reward of immortality when life on earth is done. The darker the clouds that hover over thee here, the brighter will be the light of glory burst upon thy awakening beyond the tomb."

A moment passed in silence, and then I raised my eyes and my visitor was gone! I rose from the mossy bank and looked about me; the brook danced on, all else was silent. The moon had gone down behind the long prairie grass, and the world was clothed in shadows. But as I turned my steps towards home, I felt that my heart was no longer dark with the gloom of despair, but lighted with the hallowed rays of hope and faith, and something whispered to my spirit, "Be ye faithful unto death."

BOOK NOTICE.

BY THE EDITOR.

The list of books recommended by the State Superintendent of this State, taken as a complete series is undoubtedly as meritorious as any that could have been selected under the circumstances; and we believe the opposition that was made by many teachers was against the principle of prescribing books instead of the books prescribed.

Davies' notoriety as a Mathematician is unsurpassed, and his series of mathematical works complete. His Dictionary and Cyclopedia of Mathematical Science cannot fail of being a valuable aid to the teacher and student—it is a science complete in itself.

Saunders' New Series present choice selections that abound with sentiment, chastened, instructive. The Young Ladies Reader is truly adapted to the ladies apartment, with rules sufficient, and variety that removes the monotony with which reading books often abound. This Series, in connection with his Elocutionary Chart, in the hands of teachers qualified, cannot fail to make good and efficient readers.

Clark's Revised Grammar possesses merits peculiarly adapted to show the grammatical relation of words and sentences. His Diagrams present much Logic, and are valuable aids to the student. It is questioned whether a superior work for our schools can be found at present.

Wilson's Histories are more complete than any other Series with which we are acquainted, commencing with a juvenile work and proceeding gradually through the whole historic field; they cannot fail to interest and instruct the historical student; his Chart should ornament every school-room.

Monteith's Geography appears to be local in its adaptation.

Youman's Chemistry and Chart fill a void that has long existed in this apartment of our schools. As a text book it *proves* to be meritorious. His Chart is as indispensable to the Chemical student as an Atlas is to the study of Geography.

Quackenboss' First Lessons in Composition is well adapted to the student as an initiatory step to the science of grammar. If the teacher wishes to remove the *dryness* of which students complain in the study of grammar, let him place this book in the hands of the student first, and after careful perusal, he will be prepared to take up a treatise on grammar, and appreciate the beauties that the science ever presents. Quackenboss' advanced course in Composition and Rhetoric, by its systematic arrangement, excellence of style, accuracy and perspicuity, evinces the most arduous effort of its author to present a treatise to the student that would be inviting to the study of this important but too generally neglected science. Its use as a text book fully sustains the celebrity of the author as a practical Educator.

Copies of Cornell's Series of Geographies were handed us for examination; and from a careful perusal of the 1st and 2d parts we look upon the series as superior in appearance and arrangement. First, inviting and truly practical; second, possessing

more valuable information, clearly presented, than any other work under notice. To be known will be sufficient to secure their introduction.

PHYSICAL GEOGRAPHY.

This is a branch that has been neglected in our schools of all grades, indeed a large number of the students in our common schools and academics are ignorant of the existence of such an apartment in the sciences; from this fact the *Outlines of Physical Geography* by Geo. W. Fitch will be hailed with pleasure by the teacher and student. In confidence we recommend the treatise to the attention of all—it is a work carefully arranged. The author's knowledge of the actual wants of the school-room is clearly shown in the adaptation of his work to the class for which it was designed.

FOSTER'S CHEMISTRY.—From a careful examination of the *First Principles of Chemistry*, by Prof. Foster, we could not do otherwise than give it the preference for the place for which it was prepared; being strictly an elementary work, with each division of the subject presented in a practical form, fully illustrated with diagrams. As an Introduction to the science it commends itself. Each and every teacher should possess it for reference, if not used in class.

TEXT BOOKS.

The question of text books is becoming one of the most complex with which the teacher or school officers have to contend; it seems that our schools are destined soon to be inundated if the mania to become authors continues to increase as it has for the past quarter century. Readers, Spellers, Grammars, Geographies and Arithmetics are daily making their appearance, claiming merits that no other work possesses; and while the works of improvement are rapidly progressing, it is gratifying to see the exertion made for the benefit of schools; but caution is necessary in this apartment; mere dollars and cents should not decide; and it is to be questioned as to the ability of any one man being able to decide upon the merits of the various school books that are now claiming the attention of the friends of education in this state, during the term that any of our school officers hold their

appointment or elections. The following, clipped from "The Teacher and Western Educational Magazine," is worthy of a careful perusal.

EDITOR.

HOW TO SECURE GOOD TEXT BOOKS.

To the teacher a good text book is what a good instrument is to an artizan. Give the best workman an inferior instrument to work with, and to the degree that the instrument is ill adapted to the purpose for which it has to be used, in that degree will he labor under disadvantages, and his progress slow in accomplishing his work. By the improved utensils of to-day, the farmer, the mechanic, the machinist and the manufacturer, can accomplish from three to five times as much work a day as they could with the defective tools and utensils in use fifty years ago. The same improvements have been made in educational instruments; and the teacher to-day, if he understands his business and has the choice of means, will accomplish at least as much again, as the educator could fifty years ago.

It is to be regretted that there are so few professional teachers at present, or rather it is to be regretted that teaching is not considered *as* a profession which requires varied and extensive mental discipline, and respectable literary acquirements. Tis is not yet the case, but a change is gradually and steadily taking place for the better, and before many years we expect to see the profession of teaching embracing not only as much talent, and as high scientific attainments as any other, but occupying the highest rank among learned professions. When this is the case, there will be no trouble in always securing the best text books, and introducing the newest educational improvements. As it is at present, the influences which are at work to secure the adoption of the best means are too powerful for a few accomplished and scientific but scattered and isolated teachers to control. The manufacturing of text books has become a business in which enormous amounts of capital is invested; and we regret to say too many of books are published like Peter Pindar's razors, made to sell, not for use. It has become customary of late years for the State Legislatures to empower the State Superintendent of Instruction to select a uniform system of text books, leaving it however optional with those who have the immediate organization and supervision of schools, to adopt or not, as they deem proper, the books recommended by the State Superintendent. This latter mode is certainly right and ought by all means to be retained, even if the suicidal policy of authorizing the State Superintend-

ent to *recommend* be retained. The liberty of introducing the latest improvements, and using books best adapted to excite thought and for unfolding the principles of any science, may be the salvation of the educational interests for a whole region of country; it may be, the little leaven that leaveneth the whole lump. For our own part we would as leave if an agricultural department were created by a State, defend the policy of giving to the head of it the power to recommend what form or patent the implements should be that farmers were to use in their vocation, as the policy of giving the State Superintendent the right to recommend books to be used in school. There would be as much wisdom in one as in the other, and one would be about as beneficial as the other. In the October number of this Journal, we took exceptions to this system for the following reasons:

First, State Superintendents are often mere politicians, whose stock of knowledge consists in the trickery by which caucuses are governed, and whose tact in organization, is limited to the origination of the machinery by which conventions are controlled.

Secondly, That as they are rarely practical teachers, so they are incompetent to prescribe text books for schools, however disinterested or pure in intention they may be.

Thirdly, As the Superintendent has the sole right to recommend text books for the State, as soon as one is appointed or elected, he is besieged by day and by night, at home and abroad, by book agents, whose attentions are not confined to presenting the merits of their books, but by offering more potential and substantial arguments; and

Fourthly, That not unfrequently the Superintendent sets himself up to the highest bidder, and recommends the books of such house or houses as will give him the highest price, or the highest per centage of the books sold within the limits of the State.—These remarks were made not so much from a knowledge of what *had* been done, as from what *might* be done. They were intended as a protest against a *principle* and not against *men*, and intended to call the attention of the State Legislatures to a point of vital importance to the educational interests of their respective States. Since then we have seen propositions of still more alarming character broached; no less propositions than that the use of the books recommended by the Superintendent shall be imperative, under penalty of forfeiture of their interest to the State school money, by such schools as refuse. We hope the Legislatures, will pause and consider before they will deter-

ruine upon any such course ; for the arch enemy of popular education could not devise any policy that would be more deleterious to progress and improvement than the one proposed.

It has been suggested, that in some States the per cent. of sales is not to go to the Superintendent, but into the State Treasury for the support of a State Normal School. Such a proposition is the same as a proposition would be to impair the usefulness of the common schools, and levying a tax upon the people in order to establish a school that will at a future day, furnish better teachers, whose qualifications are to be rendered more or less powerless by the defective instruments placed into their hands to work with. The proposition bears upon its face a contradiction, and calls for the closest scrutiny and investigation before it is adopted. We will suppose that there are two publishing houses : one has published books that are not saleable ; the other those that are. The reason why the books of one should sell and those of the other not, is very obvious. The State Superintendent first makes a proposition to the house whose publications sell, that he will recommend their books, provided they will pay a certain percentage into the State Treasury for the purpose of establishing a Normal School. The house replies "no. We propose our books for introduction upon their merits alone. If they are not the best we do not want them in ; besides, we find no difficulty in selling them at a fair profit as fast as we can publish them, and therefore decline your proposition." The proposition is then made to the other house and gladly accepted, because they get rid of a large amount of dead stock. But this is not all, they will exact as a condition, that the Legislature shall make it imperative to use the books recommended by the State Superintendent. When this is done they raise the price of their books sufficiently to cover the per centage they agreed to pay the State. This will be the effect and *modus operandi* of the measure if adopted. The State schools will have inferior books for which they will pay an extra price under the pretext of raising money to establish a Normal School.

As we said formerly, we see no better way of securing good school books, than by leaving to the teachers the privilege of selecting them. Farmers, mechanics, manufacturers, and those of every other avocation select such instruments as they are satisfied are best adapted to their wants ; is it supposed that the teacher has too little intelligence to do the same for his ? Why then not give it to him ? Or rather why make it the duty of another to do it for him, who may be either incompetent or corrupt ?

The various institutions that are now becoming established for the education and information of teachers will soon develop their effects upon the character and qualifications of the profession. And in proportion as the standard of qualification is raised, in that proportion will the competency of the teacher be increased to judge and select the works best adapted to his purpose. A State Convention, or a Teachers' Institute, we consider a much safer depository for the power of selecting educational instruments, than a State Superintendent, or a Committee, not composed of practical teachers. The best preparation for liberty is the enjoyment of liberty itself; so the best mode of qualifying teachers to discharge the responsibility of selecting the best text books, is to entrust them with that responsibility at once.

TEACHER'S INSTITUTES.

BY THE EDITOR.

“Teachers’ Institutes are voluntary associations, springing from and sustained by the very spirit of our free institutions, well calculated to contribute largely to the general diffusion of that knowledge, and those virtuous principles, by which alone the stability of our republic can be maintained, and her perpetuity secured.”

One of the surest indications of the *true* teacher is, his constant efforts for obtaining more knowledge in the *art* of teaching; such are ever ready to aid in establishing and maintaining teachers’ institutes, associations, and drills, that are now claiming attention throughout our state; and we trust appreciated; for in the absence of a Normal School, there is no better source of improvement than well conducted institutes have proved to be to the teacher; where *reviews* are given in the branches usually taught in the district school, and the various methods of explanations or illustrations presented; the benefit of experience is freely bestowed upon all by those who have learned at its school, and the advantages derived from such are far greater than supposed; and if *school directors* felt the responsibility that rests upon them, *they* would be in attendance, and from such meetings select the *teacher* to instruct their youth. When County Institutes are held, all who are worthy of the charge of a school and desirous

of teaching will be in attendance, and on no account should others be employed.

In counties where meetings for the mutual improvement of teachers have not been held, we would say, start at once, for it is the most direct method of awakening teachers and parents to the actual wants of our schools; some one must make an effort, and let him who would see a true system of instruction established, lead on in this educational improvement, for it is the most available and best method yet devised to prepare the teacher for the duties of the school-room.

A knowledge of the art of instructing and managing a school is acquired by long experience and too often painful, unless aided by the successful teacher who is ever ready to stand as a beacon light to pilot the young adventurer across the shoals and around the banks to the channel that opens into the broad waters that wash away the stains of ignorance and presents the beautiful expanse of the teacher's sphere.

The *utility* of institutes is forcibly presented by the Superintendent of Michigan, (Mr. Mahew,) who says: "Teachers' Institutes have received the earnest approval of eminent educators, since their establishment in this country, nearly fifteen years ago. They constitute an efficient agency both in providing well trained teachers for the school-room, and in cultivating an intelligent and active public sentiment in favor of education. Wherever they have been properly conducted, the people have been awakened to a livelier interest in the education of their children, and a marked improvement in the character of the instruction given in our primary and high schools has been apparent."

Here the knowledge of one good teacher is imparted to all; confidence is secured, zeal enlisted, unity and friendship inculcated, and all feelsure of being benefitted; for mind coming in contact with mind in the various exercises, awakening and invigorating the intellectual energies, cannot fail to make such associations profitable, and it is gratifying to see the spirit manifested by the teachers in Kendal, Ogle, Peoria, Lee and other counties, in holding their annual and semi-annual sessions for mutual benefit and the noble purpose of elevating the standard of public instruction. Let each and every teacher respond to the calls.

Peoria Co. Teachers' Institute at Peoria, Commencing Oct. 8, 1 week session.

Kendal ".....".....".....at Oswego,....."..... Oct. 15,"

Ogle.....".....".....".....at Oregon.....".....".....".....2 week session.

Lee.....".....".....".....at Lee Centre.....".....Nov. 12, 1....."

For the Illinois Teacher.

TO MY PUPIL.

BY LIZZIE LAWTON.

Life is all fair before thee,
 And thy soul's harp sweetly sings,
 Of joys that dwell untasted,
 In the future's mystic springs.

These springs are girt with flowers,
 Of every beauteous hue,
 Whose fragrant petals sparkle,
 With diamond drops of dew.

Oh, would'st thou find those waters
 Still fraught with joy and love?
 Taste none but find their fountain,
 In springs of life above.

Would'st ever pluck fresh rosebuds,
 Through life's untrodden land?
 Pluck none except those planted
 By thy Savior's loving hand.

PRIMARY TEACHERS.

BY THE EDITOR.

The old, but false opinion, "that any one knows enough to instruct children," has not been wholly discarded as yet; too often does the school-room bear testimony of the incompetency of those who preside over the youth assembled for the acquirement of knowledge, and especially in the Primary apartment; to have an individual occupy the place of a *Teacher*, who is ignorant of the proper incentives to stimulate the mind to a healthy development, or to have the school-room closed; is to decide between two evils the least of which I am not able to designate.—Why it is that the child during the first years of school should be placed in charge of those who have received little or no culture, and destitute of experience is a question not yet solved; for those are the years that the pupil receives all the aliment for the growth of the mind direct from the teacher, it is the time that habits of attention or inattention are formed, style of speech, and truly

for laying the foundation for the structure that is to be built, or all interest for study and intellectual pursuits will be stifled or smothered. The first day of school is an important era in the history of every child—every move of the person who is to point out the road to the fount of knowledge is noted, and every word spoken eagerly grasped. Who ever forgot the first day of school when with timid step and tremulous heart, they entered the room that was to be a palace or prison to them, depending wholly upon the qualification of the teacher? Yet the giddy miss or the superficial student that is under the necessity of replenishing an exhausted purse is generally the chosen one for our Primary or Common school; to such being employed to teach the young student may be attributed the use of so many books illy adapted to the capacity of those placed in their charge. Elementary textbooks suitable to be used illustrating the first principles of the sciences receive but little attention compared with works adapted to the adult student. Why is it that the beginner in Grammar must try to comprehend a treatise far beyond his powers? or why keep the youth ignorant of the principles of Physiology, Philosophy, Chemistry, Geology, or any of the natural sciences, that interest the child as well as the adult? We are confident, that if the first principles of Chemistry and Geology, as applied to Agriculture by J. Emerson Kent, were placed in the hands of the pupil among his first studies, it would awaken an interest and zeal for improvement that would add a lustre to every vocation, and do more to incite a spirit of inquiry and investigation, than any other book of its size presented to the notice of teachers. Tower's elements of Grammar would give more practical knowledge to the beginner in the science than any large or full treatise now in use.

Mrs. Cutter's Human and Comparative Anatomy, Physiology and Hygiene, and Parker's first Lessons in Philosophy present practical knowledge to the child that he could not obtain in the more comprehensive works, but such works are seldom seen in our public schools. The fault does not lie upon the parent, for when the benefits to be derived from such are duly presented they will be cheerfully provided; and Teachers can not do more for the cause of education, or more effectually establish and maintain a permanent interest in study than to adopt such treatise as are adapted to the capacities of those in their charge, for when the first principles of the sciences are understood the inquiring mind will not rest until wider fields are traveled over.

LEE CENTRE, Sept., 1855.

For the Illinois Teacher.

A THOUGHT FOR A PUPIL.

BY MAUD LESLIE.

Nay! tread not with the thoughtless throng,
 Who press with giddy step along
 Life's flowery way;
 Whose spirits drink at fountains of earth,
 And revel mid its scenes of mirth,
 Nor turn to pray.

Be thine high thoughts and holy aims,
 Above ambition's selfish claims.
 Thy spirit's birth,
 Is linked with regions pure and bright,
 And radiant with a holier light,
 Than climes of earth.

And o'er thy pathway every hour,
 Contending hosts of mighty power,
 Now strive to win
 Thy soul to holiness and bliss,
 Or drag thee to the foul abyss
 Of woe and sin.

Be strong! and arm thee for the strife;
 And fear thou not; the hours of life
 Are quickly told.
 Trust firmly, and the Heavenly Dove
 Shall spread His wings of peace and love,
 And thee enfold.

Then turn thee from the giddy throng,
 Who press with thoughtless step along
 Life's flowery way.
 Oh, drink not at the fountains of earth,
 And thus debase thy spirit's birth,
 But turn, and pray.

HENRY.—A noble city school house of brick, forty feet square, with a wing thirty feet square, is nearly completed in this young and thriving city. The building of the Institution located here by the Protestant Methodists, a noble brick structure, seventy-two feet long and three stories high, is in progress. The builder's contract is for \$11,000. The school has been opened for some time, in temporary quarters; and if we may judge by an hour spent in the recitation room of the Principal, Mr. Reynolds, it enjoys the labors of a very intelligent instructor.

We believe it is in contemplation to erect a Female Seminary also, during the next season.—W. B. B.

PRIMARY TEACHING AND READING.

INVESTIGATOR.

The importance and practicability of an improvement in the common series of text books and systems of Teaching and Reading, especially in the Primary Schools, having long since become a subject of interest, investigation and discussion among the most distinguished educators of our country, has at length aroused practical Teachers to an earnest consideration of the same topics, in several of the more progressive educational states.

That children generally speak correctly, as regards inflection and emphasis, is freely admitted.

That children generally read monotonously, and very badly, is universally acknowledged.

Why these things are so, and what are the remedies, constitute the great problem for solution.

1st. Why do children generally speak correctly?

Because they first comprehend the *idea to be expressed*—always use short sentences, and thus merely express the idea.

2nd. Why do children read badly, monotonously?

On account of the following reasons:

First—That many of the *words* found in the primary lessons, are such as small children very seldom or never use in conversation.

Secondly—That they are not *first* taught to know, and name readily at sight, *each* and *every* word of which the reading lessons are composed.

Thirdly—That even when they *do* know, and can *name* all the words at sight, they are still left in the dark as to the real meaning of many of them. To know the *name*, and form or shape *only*, is not enough.

Fourthly—That even after the *meaning*, *name* and *form* of each word *has* been learned, it often happens that either the subject involved, or style of constructing the sentence, is entirely beyond the ability of the little learner to comprehend. (For instance, in a new work just issued by a Cincinnati publisher, entitled "The Little Teacher," claiming to be an *improvement!* as a first Book for Children, we find the following sentences, verbatim, in the early part of the work.

"see the boy cat and dog" "see the fan egg and boy"
 "see the boy bird and dog" Not as much as a comma to indicate a pause, or call attention to the point where the teacher rests, when he gives them a model reading of the same.

In the same book, also, of only sixty pages, we find no less than sixty-seven sentences, all commencing with the word *see*; and with but few exceptions, these sentences are all of similar construction, and will naturally be read in the same style and tone. Likewise, in the same work, and arranged in a similar form, are ninety-three more sentences commencing with the word *the*; and those sentences constitute the principal reading exercises in the book. This work too, is one of the *latest improvements*! whereby monotonous reading may *certainly be attained*!)

Fifthly—That when none of the above difficulties exist to any considerable extent, it often happens that the type is too small for beginners, and the spaces between the *words* and the *different lines* too narrow; and what is *still worse*, the sentences are *entirely too long*, being arranged in the prose form, instead of the *sententious order*, each line making a complete sentence.

Sixthly—That in addition to the want of simplicity and adaptation in the Primary works, a still greater difficulty exists in most of the Reading Series, on account of their bad graduation. After a pupil *has* learned to read the *first* reader, he is not, in most cases, prepared to commence the second book of the same series; and hence a retrograde movement is the result. And what is true of the relation between the first and second books, generally becomes more *lamentably* apparent as the pupil advances to the higher numbers.

Again—These books are generally encumbered with a vast multiplicity of arbitrary rules; and these rules are subject to a still *great* number of exceptions; some of which are named, and some omitted. Such a course then, can only serve to embarrass the scholar, rather than aid him in his study. Rules may, perhaps, be used to advantage in higher Elocutionary works but not in Elementary books.

3d. How then *should* Text Books be prepared, and instruction be given, in order to obviate these numerous difficulties, and attain the desired object—*make good readers*!

First—To precede the use of *any* book, large Cards are preferable for small children. By the use of these, if properly arranged, pupils may be taught the Alphabet, and also to read and spell, to some extent. But to do this, the cards must be nearly two feet square, and the type large enough to enable a whole class to read at once, at a reasonable distance. One of the most modern and successful methods of teaching the Alphabet is, by means of spelling familiar words on cards, and at the

same time pointing out the duplicate letters on the margin, where the alphabet is arranged. Such an arrangement renders the primary exercises amusing and interesting to children, instead of being irksome and laborious. A good black board is also a valuable acquisition, and a competent Teacher is, *of course*, an *indispensable pre-requisite*.

Secondly—Let the Primary Book be printed on good paper, *in large plain type*; and let the work be illustrated and bound in a proper manner. Let the words, as far as practicable, particularly in the first part, be such as children are familiar with, and let them all *first* be introduced as *words*, in an *isolated* form, or in *spelling lessons*, immediately preceding the reading lessons, in which they occur. Let the sentences be of very simple construction; about the same style as those generally spoken by children. Let the spaces, both between the words and lines, be *wide*, and let *each* line *commence* and *end* with a complete phrase or sentence, for fifty or sixty pages, before the prose form of reading is introduced. Then never allow a pupil to attempt to read any new sentence or paragraph, until he has *first* learned to name readily at sight, *each* and *every* word of which the matter is composed, nor until the Teacher has given a model reading of the same, and familiarly illustrated the meaning of *each word and sentence*. When a child is already familiar with the name and use, or meaning of a word, it is then only necessary to teach him its typographical form and orthography, to enable him to read it. With such an arrangement, and such a course of instruction, the young beginner *can*, as when only speaking, *first comprehend* the *idea* of the sentence, and thus *express it*; or in other words, *read it correctly*.

Thirdly—Let the *sounds*, or powers of the letters, analysis of words, and *spelling*, be made a very early and prominent part of primary instruction.

Fourthly—Let the entire course throughout the series, be strictly progressive, free from all *arbitrary rules*, and never allow a pupil to advance from a lower to a higher number of the series, until he can read with *facility* and *proper intonation*, all the matter in the lower book.

The above course *has made Good Readers!*

TEACHERS' INSTITUTE,

OGLE COUNTY.

A Teachers' Convention and Institute for Ogle County will be held at Oregon, commencing on Monday, October 15th, and continuing two weeks.

Prof. J. B. Thomson, of New York, author of Thomson's series of Arithmetics, has kindly consented to be with us. From his great experience as a teacher, and perfect familiarity with all branches of Mathematical Science, we anticipate such a treat as the teachers of Ogle County have seldom enjoyed.

A series of lectures on Physiology, Anatomy, and Hygiene, illustrated with a French Manikin, and other apparatus, will be given during the day and evening of the first week by Prof. Judd, of Lee Centre. Other lectures on Natural Sciences, and on the general subject of education, may also be expected.

The teachers will review the branches usually taught in common schools, as far as can be done in the limited time allowed us.—Discussion of modes of teaching, as well as the matter taught, will be part of the daily program. Each teacher needs a testament and slate; other books will be provided.

The Institute is expected to select a series of Text Books for use throughout the County, to be kept unchanged for, say, five years. We desire, if possible, to secure the co-operation of *all* teachers, including the Select and Higher schools throughout the County. The final vote will be taken on Thursday of the second week.

Teachers desiring certificates can procure them at the Institute without expense. Certificates will also be *vised*, and renumbered where necessary. The new certificates are good for two years. Subsequent to the Institute no teacher will be examined except under peculiar circumstances, and in all such cases, the law requires the payment of a fee of one dollar.

During the past year, 112 certificates have been issued. We hope, if practicable, every one who has taught during the last twelve months, or intends to teach during the next, will meet with us at the Institute.

EXPENSES.—Arrangements have been made with the citizens of Oregon to board teachers attending the Institute at \$1,50 per week. The other expenses, for the payment of lectures, etc., will not exceed \$1 each.

Teachers can report themselves on their arrival at the Court House, where a committee will be in waiting to direct them to

boarding places. It is desirable to organize at as early an hour as possible, on Monday. The lectures, and all the exercises of the Institute, are free to the citizens and friends of education generally.

J. W. FRISBEE, *Commissioner*.

August 15, 1855.

CORPORAL PUNISHMENT.

BY THE EDITOR.

One of the surest indications of the progressive character that our public schools have imbibed, is the order and system that now prevail, and the means resorted to to secure these essential elements of a school-room; now instead of the constant commotion of the pupils, and hurly-burly appearance of the teacher's plans, we see a quiet, noiseless course pursued by both teacher and student; reason is used instead of the rod of birch; and if a rod must be used, the rod of love has been found to be the most effective. The number of educationists that still cling to corporal punishment as a means of school discipline is greatly diminished to what it was a few years ago; and we trust in future that the teachings of our Savior will be taken for the teacher's guide, instead of the sayings of Solomon, who we have no reason to suppose had any great liking for all his children; neither would it be just to suppose, that what he did say had any reference to school government, for they had no system of public schools in his day; and we have reason to thank God that this relic of barbarism is soon to be numbered among the things that were; that teachers are to be selected more for their intellectual qualifications and moral culture than their ability to use the gad or ferule. Strength of *mind* has been found to be of more service in keeping order than strength of *arm*. The moral power of the teacher's person will exert a greater influence over his pupils and do more in curbing and subduing the bad passions, if his heart is right, than all the blustering, scolding, and whipping have ever accomplished. "We are taught, and teach by something that never comes into language at all. This is often the highest kind of teaching, and has the most effect, for the very reason that it is spiritual in its character, noiseless in its pretensions, and constant in its influence." He who cannot control or manage

a school without torturing the flesh of children had better leave the vocation, and allow his place to be occupied by one who knows the effect that kind words have when addressed to the youthful mind. Improvement and change in all the pursuits and business of life admonish us that there must be change and improvement in school government and discipline, and if an examination was made into the little petty, irritating inflictions of corporal punishments that are now occasionally witnessed and felt, they would be found to emanate from a class of lazy teachers, uncultivated themselves, who think it less labor to hit a child a rap for some trifling infraction of perhaps arbitrary rules, than to adopt any means to convince the child of the impropriety of the act. Many of the little causes of punishment in school grow out of the neglect of parents to provide for their children; for true it is that "the devil always finds something for idle hands to do."—Let the school be furnished first with a good teacher; then the necessary books and apparatus, and the shrieks and groans of the school-room will be changed to joy and gladness.

INDUSTRY.

BY HENRY P. TAPPAN, D. D.

In a pleasant and retired spot, where I had been rustivating some weeks, I was in the habit of watching the labors of a colony of bees. Well may the bee be taken as the symbol of industry! With the early dawn, these little laborers leave the hive and fly away to seek the flowers. If at any hour of the day you chance to meet with them, you find them half buried amid the fragrant petals, plying their art with the utmost energy, or hurrying from flower to flower, or returning with unwearied wing to deposit their gathered treasures in the hive. If you stand at the hive, you will find them going and coming from morn to eve. When congregated without the hive, there is incessant motion, and the buzz of their conversation never flags. Thus they go on from day to day, while the warm sunshine and the flowers last. The bees take no holidays. They are never idle, and seem never wearied. Their life and joy lie in ceaseless industry, in doing with their might the work to which their wonderful instinct appoints and impels them. Every moment of a bee's life gives a drop of

honey. The bees fulfil their mission, and do all that their power, skill, and opportunities permit them to do. If they were self-conscious creatures, they would have no remorse and no regrets at the hour of death.

The bee is a remarkable instance both of instinctive activity and skill. But all living creatures, in different degrees and forms exhibit the same beautiful and curious instinctive industry. God hath made no creature for idleness. The law of industry is the universal law. Where instinctive volition disappears, the same ceaseless action is found under physical forces. Nature is always at work in the growth and changes of plants, and in the composition and decomposition of her elements.

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARNY, }

NEW BOOKS.

We have received the following works during the present month.

CORNELL'S INTERMEDIATE GEOGRAPHY.—This work forms Part Second of a systematic series of School Geographies, designed for pupils who have completed a primary or elementary course of instruction in Geography; by S. C. Cornell. "First the blade, then the ear, after that the full corn in the ear."

New York, published by D. Appleton & Co., Broadway, 1855.

An *Intermediate Geography* is a new fact in achievement, though not a new idea in name. So intimately have the abstruse principles of geographical science been interwoven with its simpler rudiments, in class books heretofore in use, that it would be difficult, following such authorities, to determine what of these principles are primary or elementary, what intermediate, or what ultimate. To compile a work, therefore, that consistently with such an arrangement could be termed *intermediate*, is a thing quite impossible. It was necessary, first, to extricate from the conglomerated text and full grown maps that have heretofore constituted the primary study of the beginner, those elements of the science that are indeed rudimental; and by collecting these,

as well in their map as in their prosaic form, to lay the only foundation on which the superstructure of geographical knowledge can rise before the student in its just proportions, and be finally comprehended by him as a thing of beauty, as well as of appliance. This the author has attempted in her "Primary Geography," previously published; and in fulfilment of her plan, she has now published the second of the series, which will be found to be in the strictest sense of the words what its title imports, viz: "An Intermediate Geography."

TOWER'S ELEMENTS OF GRAMMAR.—New York, Daniel Burgess & Co.

The "North American Review" says: "Our schools suffer no imposition so egregious, as in the cumbrous grammatical text books in common use. They serve no earthly purpose, except to overtask the verbal memory, and to obscure the mental perception of the pupil. The grammar now before us is an honorable exception. Its definitions are as simple as language can make them, and are in every instance illustrated by examples carefully analyzed. Its rules of syntax are few, concise, and comprehensive. It contains no irrelevant matter, and could be studied with interest and profit by an intelligent pupil of seven or eight years of age."

"THE NIGHTINGALE," or Normal School Singer, designed for Schools, home circle, and private practice, on a mathematically constructed plan of notation; by A. D. Fillmore, author of "Universal Musician," "Christian Psalmist," "Temperance Musician," &c. Cincinnati, Applegate & Co., Publishers.

The demand for music books adapted to the instruction of children and youth especially in schools, prompted the author to publish the "Nightingale" as an aid in carrying forward this good work. All children should be taught to sing, not merely by note, as the case is in most instances, but they must be taught to sing from a knowledge of principles.

The lessons are brief, yet comprehensive. Every thing is stated theoretically, in such a manner as to be readily understood, and easily remembered. The practical exercises, questions and notes, which follow the different chapters, will suggest to every reflecting mind, a thorough practical course of training.

THE ILLINOIS TEACHER.

Vol. 1, No. 10.] W. H. POWELL, EDITOR OF THIS No. [November, 1855.

TEACHERS' INSTITUTES.

BY THE EDITOR.

We hear of several County Teachers' Institutes having been held in different counties during the past two months ; the proceedings of which we have been unable to procure for publication. Some of which were largely attended, and resulted among the other good ends attained, in awakening a decided interest in educational matters. This indeed is one of the mightiest reasons for holding these annual gatherings. The teachers not only get the necessary drilling, information, renewed courage and encouragement for the proper conduct of their respective schools ; but the people generally become interested in educational matters, realize more fully the necessity of employing LIVE teachers instead of DEAD ones, and when they have employed them, of becoming co-workers with them in the great work of educating those who are so soon to fill their places.

We have a goodly report from Lee—the *pioneer* county.—We only wish there was one such man as Simeon Wright in every county in the State. We rather guess there would be a shaking among the dry bones. We long since became disgusted with these milk and water teachers. We would sooner have one such real bona fide teacher, than a whole score of these sleepy, lifeless Rip van Winkles, who, unable to get a living any other way, “*took* to school teaching” as a last resort. There is no cause why we should not have a well conducted Institute in every county in the state at least once a year, and the only reason why we don't is because every county has not some *one* man to take hold of the matter and push it through.

"WHAT'S IN A NAME?"

BY THE EDITOR.

This is a question frequently asked, but not more frequently asked than answered mentally, if not otherwise. The fact is there is a good deal in a name. A society may place itself in a wrong position, and be entirely misapprehended in its objects and aims, by assuming a cognomen which neither comports with the design of its establishment, nor the purposes it proposes to carry out. Such we believe to be the present position of "The Illinois State Teacher's Institute." The name—Institute—if it really does *not* imply, at least is *understood* to imply an association of teachers, congregated together for the purpose of practical instruction in the best *methods* of teaching, and not to consider general subjects pertaining to educational matters. We are aware that this whole subject was canvassed at Bloomington, at the time the Institute was founded, and we are also aware that a majority of the best teachers in the State then present decided on the present name. But the term struck us then as being wholly inappropriate, and inapplicable; and we are confident we are not alone in our view of the matter. We state our opinion candidly, and suggest the thing to the consideration of the teachers generally, to come up at Springfield if they shall deem it of sufficient importance.

STATE AGENT.

BY THE EDITOR.

It has been the practice in several of the Eastern States for some years past, for the associations to appoint a State Agent whose duty it was to co-operate, under the direction of the association, with the superintendent in advancing the educational interests of the State generally; but whose especial duty it was to hold, or assist in holding County Institutes—addressing the people—attending school exhibitions—gleaning educational statistics—advising with school committees upon all matters pertaining to education, &c., &c. During a recent tour of three months through the Eastern States, in which time we attended three

State teachers' associations, visited a great number of schools and consulted with thousands of the best educational men in the land, we heard but one voice in regard to the practicability and success of the experiment there. Even in the little state of Connecticut with only eight counties they have an agent whose sole duty it is to travel from one end of the state to the other, and assist in holding institutes, &c. If we had a Superintendent ever so well qualified for his post, he could not attend to all his other duties, and still travel from place to place and perform the necessary labor. If Illinois is ever going to assume a respectable position among her sister states, in an educational point of view, the teachers are the ones to do the work. Unless they take hold earnestly and lead the way, the people will never follow. They cannot, all of them, spend their time in lecturing and traveling about holding institutes, &c., but it seems to us that they should imitate the older states and appoint some good practical, experienced teacher, who would spend his time thus, and report annually to the association the result of his labors. The question how such an agent is to be paid for his labor and traveling expenses is one that naturally arises, and one which we find no difficulty in answering, and will do so when the matter comes up before the association, as we confidently hope it will, at Springfield. Will the teachers throughout the state canvass this matter thoroughly, and come to the institute prepared to act.

ITEMS.

That indomitable and untiring teacher, Prof. Simeon Wright, has been unanimously nominated for Superintendent of Lee Co. We regard this as a just tribute to the energy and perseverance of a true and faithful teacher. Prof. W. wields an extensive influence in the Northern section of the State, and will make good use of his newly earned laurels. We congratulate the people of Lee County on their "good time coming."

In another place will be found the "Proceedings of the Peoria County Teacher's Institute," held last month, at Peoria. This is the first effort ever made to hold an Institute in that county, and, as will be seen by the proceedings, it was entirely successful. We are glad to add this to the list of counties who have de-

terminated to hold Institutes semi-annually. We deem it just to say in this connection, that the honor of this new state of things is due in a great measure to the successful efforts of Prof. C. E. Hovey, the president of the institute.

In addition to the large number of names announced in the order of exercises, we are assured that a number of eminent gentlemen from the East will be present at the Institute, and we are also assured by the Committee, that they will meet with a welcome reception, and ample time be offered them to address the Convention. Among those who have given assurances that they will be present, we may mention the name of Prof. Davies, of N. Y., Hon. John D. Philbrick and Wm. G. Coe, of Ct.

Mr. Philbrick is the Superintendent of Ct., and Principal of the State Normal School. We had the pleasure of listening to his very able address before the New York State Teacher's Association last summer, and regard him as one of the most able educational men in New England.

STATE INSTITUTE.

BY THE EDITOR.

“The order of Exercises” of the State Institute, as presented by the proper committee, was duly published in our last. An unusually attractive bill is presented, calling into requisition some of the best educational talent in the State. It will be seen that the Committee propose a thorough discussion of the one great subject now agitating all classes and schools of educational men in the state; and we look confidently to the coming Convention to settle the preliminaries so far as they can do so, to the immediate establishment of such an institution. Surely sufficient time has been expended on the question as to *how* the school ought to be gotten up. It is now nearly four years since the subject was thoroughly canvassed at the Springfield Convention. It took up a large share of attention at the Convention held at Bloomington in 1853, as also at the Institute last winter. For our own part, though we have, as is well known, held some very decided opin-

ions upon the subject from the first, and though we feel quite confident that a large majority of the educational men of the State coincide with us in our views, we are anxious that the coming convention should settle upon some permanent basis of action, and unite their efforts, so as to direct them towards the accomplishment of their object, rather than any longer waste them on the idle question as to *how* such an institution shall be established, and where. It will be time enough to settle the latter question when the former is disposed of; and, in our judgment, all speculations and anxieties respecting the place of location for a Normal School are totally idle, till it is finally settled upon what basis it is to be established. We say then, let us come to an understanding at Springfield; mark out our plan definitely, and go to work as the teachers in Ohio have done to secure our object.

If we are ever to have good common schools in the State of Illinois, we must have teachers trained to their profession; and if we are going to have such teachers, we must educate them *at home*. We shall look confidently to the coming Institute for some definite action upon the subject.

OHIO S. W. STATE NORMAL SCHOOL.

BY THE EDITOR.

The teachers of south western Ohio have organized a Normal School and selected Alfred Hilbrook, of Columbiana, Principal, and David Parsons, of Bellefontaine, General Agent. Over two thousand dollars were pledged in one day by the teachers and friends of education. We make some extracts from the report of the committee, which, if it were not so lengthy, we would publish entire. After speaking of some of the vigorous efforts made by the pioneer teachers in the state, the committee go on to say:

“The march of improvement, so general, so vigorous, has, however, been seriously retarded by the want of properly trained teachers for public and graded schools. Such teachers have for the most part been trained in the public schools themselves, at the greatest possible expense to their employers, after nominally entering on the discharge of their duties in the school room; a year or more being required under such circumstances to fit them

for even a moderate efficiency as teachers and managers. But by the time they were really prepared to labor to advantage, many of the female teachers were called to sustain other relations. How to meet this constant and growing demand for teachers who can go into our graded schools with some adequate idea of the responsibilities and duties of their posts, with proper methods of instruction and plans of government already at command, is at the present time the great consideration.

* * * * *

Such a school can never come in antagonism with any college or private seminary, and much less with any public school. On the other hand, it is the complement of the college and seminary, designed to complete the work which they have well begun, bearing the same relation to them as do law, medical, and theological schools.

The Normal School is then designed to meet the crying demand for "trained" teachers, a demand coming so loudly and incessantly from city, from country, and from all sections of the State.

* * * * *

If we possess the light, let us place it on a candlestick, let us elevate it to the public gaze. In a word, let us show the people what is needed. It was by such action on the part of teachers that the first Normal School was established in Massachusetts. Now she has four in operation, three of which are endowed by the state, while Connecticut and Rhode Island have followed her lead, each having her State Normal School, sustained by legislative appropriation. That a Normal School is imperitively demanded, no one will sustain a shadow of a doubt; and that if established at all, it must be established by teachers, is equally obvious.

The question then arises, can we establish such a school?—Again, if once in operation, will it be sustained by popular opinion and by the demand for teachers thus trained at an extra expense to themselves? As to the first question, it is for us to answer it by determining how much we are willing to hazard in the experiment. Several teachers have pledged themselves for \$25, some for \$100, and other citizens are ready at the instance of teachers to aid the enterprise with liberal donations. But shall we not all take hold of this matter as one man, and declare it shall be done? If so, beyond question it is accomplished already.

To the second question, will popular opinion sustain such an enterprise by the increased demand and better pay of teachers

properly trained at an extra expense to themselves? I answer, most assuredly. For where is the trained teacher now, trained as he may have been under every possible disadvantage, who is not in demand, and who, if he could multiply himself, could not fill several situations at double or triple the salary of untrained or inexperienced teachers? But notice it where we will, every good teacher opens the way and makes places for several others, of like character to the exclusion of old fogies, laggards, impracticables, and brainless visionaries. And of the thousands of teachers that shall fill such places, how large a proportion are passing away annually, to higher positions, to other forms of business, to other relations in society, or to the grave. One Normal School could not supply the demand occasioned by these unavoidable changes, in this section of the State, even if the places were all suitably filled at this hour.

ACTION OF THE INSTITUTE.

BY THE EDITOR.

Notwithstanding the very decided action of the Institute last winter in repudiating, and the Legislature in totally discarding the efforts of the Superintendent in his attempt in accordance with the instructions of the previous Legislature, to prescribe by law a uniform series of text-books to be used in all the common schools in the state; the opinion is still prevalent in many sections of the state, that such a system was adopted, and that in order to secure the benefit of the public money, the prescribed books must be used. We wish here to distinctly state that no such system was adopted, nor did the attempt, which was made by the Superintendent in furtherance of his instructions, meet with any favor whatever at the hands of the teachers at the Institute. On the other hand, they most emphatically denied the right of either the Legislature or the Superintendent to prescribe to the teachers of the state what books they should, or should not use. They very justly contended, that, if it was desirable (which a majority of them did not deny) to have a uniform system of text-books, it was both the *privilege* and *duty* of the State Teachers' Institute to select that series and not the superintendent. We exceedingly regret then, the efforts being made

by some (we forbear giving names now, though we are fully posted as to who these individuals are) to palm off the idea that such a system was adopted and incorporated into the new school law. Such an attempt was never made in any other state in the Union, and can never succeed in this. The question was fully settled last winter both by the Institute and Legislature. If we are ever to have a uniform system, the teachers are the ones to take the thing in hand. The subject will probably come up again on the report of the Committee on Books and Libraries at Springfield.

PEORIA COUNTY TEACHERS' INSTITUTE.

ABRIDGED, BY THE EDITOR, FROM THE EVENING REPUBLICAN.

The Teachers of the county met in Peoria Academy on the 8th of October, at 10 o'clock, A. M., and organized by appointing E. Hinman Chairman, pro tem., and R. H. Allen Secretary. C. E. Hovey, D. A. McCulloch, and B. F. Ridgeway were appointed a committee to draft a Constitution.

After the adoption of a constitution, C. E. HOVEY was chosen President; Dr. J. A. Sewell, H. B. Hopkins, and eighteen others, Vice Presidents; R. H. Allen Recording Secretary; E. Hinman Corresponding Secretary, and Messrs. H. F. S. Hovey, D. A. McCulloch, and J. C. Clark Executive Committee.

On motion, the ladies of the Institute were appointed critics, and Miss L. A. Chambers Reader.

Preliminary matters having been disposed of, the President gave the opening lecture before the Institute on the contour of the continents and mountains, and a comparison of the great river formations.

His grand idea seemed to be comparison. From this, he developed the general unity of the masses, dissimilar, of course, in many particulars, but still having a well defined plan on which all were formed.

H. B. Hopkins presented the subject of Grammar, starting with the sounds of the human voice, as representations of ideas. These, controlled, form language. Grammar is a system of conventional rules with regard to these sounds, and their written

representations. The noun and the verb received most attention.

EVENING SESSION.

Vice President Sewell, after singing by the choir, announced C. E. Hovey as lecturer. Subject—Volcanoes. The lecture was given in Mr. H's familiar and attractive style of teaching.

After the lecture, the subject of school government came up for discussion. The *outside* influence and the method of securing its right direction was especially considered. The President, Mr. Allen, A. McCoy Esq., H. B. Hopkins Esq. Rev. Mr. Adams, Dr. Sewell, and Mr. W. H. Powell made brief remarks. Mr. Powell got off a well timed speech, in which the ironical and ludicrous were ingeniously blended.

TUESDAY.

After the opening of the Institute, Miss Chambers read the ladies' criticisms. A resolution was adopted allowing teachers from other counties to become honorary members of the Institute by giving their names to the secretary. The remainder of the day was occupied by C. H. Doty on mental arithmetic, R. H. Allen, penmanship; C. E. Hovey, general exercises; J. M. Grove, of Brown County, reading; Dr. Sewell, physiology, and E. Hinman, arithmetic.

EVENING SESSION.

Esquire Hopkins gave a lecture on geology. The subject was admirably treated, and the questions put to the speaker during the address, and at its close, indicated clearly the interest that had been awakened in the subject.

Mr. Allen opened the debate on the gradation of schools, and was followed by Rev. Mr. Adams, Messrs Clark and McCulloch, Rev. Mr. Lindsey, Prof. Minier, and the President, Mr. Hovey. Prof. Minier gave a graphic account of a graded school which he had witnessed. In conclusion he congratulated the people of Peoria on the near prospect of having a complete system of graded schools in their midst. The President read letters from the cities of Chicago, Quincy, and St. Louis, showing that these cities have adopted the same course with regard to schools which prevails here since the amendment of the city charter. These cities have organized and graded their schools under special school laws. They have no connection with the State school laws other than to make to the State Superintendent the required reports.

WEDNESDAY.

The roll was called at 9 o'clock, followed by singing, the adoption of the minutes of the previous day, criticisms by Miss Chambers, and a report from committee on Constitution. In Mr. Clark's exercise on Fractions, a spirited discussion sprang up with regard to the term "Improper Fraction." Mr. Snow presented his method of teaching Equation of Payments. Mr. Hovey occupied the last hour of the morning in lecturing upon temperature and the winds; the land and sea breeze; trade winds, monsoons, and lastly the distribution of rain consequent upon these.

The afternoon session was occupied by Mrs. Hovey in giving a teaching exercise, wherein she described the location, growth, and curing of trees; by Mr. Minier in correcting the superscription, folding, and punctuation of letters; by Mr. Allen on the elementary sounds, and by the Institute at large in discussing the various plans for making pupils speak loud and distinct.

EVENING SESSION.

Prof. Minier served up to the Institute a feast of beautiful and true things. His subject was, "The reciprocal duties of Parents and Teachers." The President then opened the debate on Normal Schools by defining them and stating to the Institute that the prospect of the establishment of such schools in this State depends upon the grant by the Legislature of the so called "University Fund." Prof. Turner and others wish this fund to establish an Agricultural School; teachers wish it to establish Normal Schools.

Quite a brisk debate sprang up between Messrs Lindsey, Snow, Adams, Ridgeway, Allen, Sewell, Hinman, and Minier, which terminated in the unanimous adoption of the following resolution:

Resolved, That it is the sense of this Institute and meeting, that the so called "University Fund" ought to be appropriated to the establishment and maintenance of Normal Schools.

THURSDAY.

Met at 9 o'clock, and the following was the order of Exercises for the day. Roll; singing; adoption of the minutes; criticisms; fractions by Mr. Clark; cube root by Mr. Hinman; drill in enunciation by Mr. Allen; composition writing by Miss S. J. Mathews; mental arithmetic by Mr. Snow; the claims of Clark's grammar by Mr. Grove; and a discussion of plans for disciplining delinquent and refractory pupils.

EVENING SESSION.

The Quartette Club vocalized a glee quite successfully ; after which the Rev. Mr. Lindsey addressed the Institute on the subject of Female Education.

The "one session per day system" was then discussed at length by O. T. Snow, Dr. Brown, Dr. Sewell, Esquire McCoy, C. H. Doty, and Rev. Mr. Adams. The President, having been called upon, expressed himself in favor of one session per day for older scholars—say from fifteen upwards. From eleven to fifteen he thought the present system the best ; and for all ages under, a session of two hours in the morning and two in the evening would be quite enough.

FRIDAY.

Met at the usual hour ; roll ; singing ; adoption of minutes ; criticisms by Mrs. Hovey ; Miss Kilburn gave a teaching exercise in which she described the origin, philosophy, use and structure of the Thermometer. Mr. Lindsey, in Reading, and Mr. Allen, in the Classification of words occupied the remainder of the morning.

The Institute commenced its regular session at 2 o'clock. Miss Chambers gave a teaching exercise on the subject of Botany, especially the rose ; and was followed by Dr. Sewell's experience in spelling ; Mr. Hinman's method of casting interest ; and Prof. Bunnell on decimal Fractions.

CLOSING SESSION.

After a voluntary by the chair, the President introduced the Rev. Mr. Weston ; his subject was "The Teacher's Position with regard to Morals." It is needless to say that it was well presented. Prof. Bunnell opened the debate on the question whether "Directors should establish general rules by which teachers should govern themselves in governing their schools?" He thought not ; the teacher was the best judge of the whole matter, and should be left untrammelled. Esquire Hopkins opposed the unlimited control of teachers. General principles should be laid down which neither they, nor their pupils nor parents should break over. Rev. Mr. Stewart thought the salvation of public instruction depended upon the absolute independence of teachers. Rev. Mr. Lindsey thought that the fact that teachers were bound to receive rules from Trustees obligated the Trustees to stand by them in carrying out these rules ; this would be a great point gained. Mr. Allen was in favor of the establishment of judicious rules by Trustees.

Mr. Hinman made a remark or two, at which point the President arrested the debate, and Mr. Hinman, Chairman of Committee, introduced the following resolutions which were unanimously adopted:

Resolved, That it is the conviction of the members of this Institute, that Teachers' Institutes are indispensable to a successful system of popular education, and that they need but to be known to be appreciated, and placed beyond the reach of failure.

Resolved, That we, as teachers and citizens will labor for this Institute until it shall become a fixed institution, and shall energize and vivify the educational sentiment of every District in the County.

Resolved, That teachers who neglect or refuse their aid, do themselves an injury, and the cause of education an injury, and justly forfeit the good fellowship of the profession.

Resolved, That the thanks of this Institute be tendered to the citizens of Peoria who have hospitably thrown open their doors to its members, also to the trustees of the Academy and Church, and especially to those journals of the city which have manifested an interest in its behalf.

Resolved, That we approve of the introduction of vocal music into all our common schools, and regard no school complete without it.

Resolved. That we cordially approve of the establishment of the Illinois Teacher, and will do all we can to sustain and increase its circulation.

Resolved, That there is nothing more needed in the State of Illinois at the present time than four or five Normal Schools.

Resolved, That we are under great obligations to the gentlemen who have given the evening lectures before the Institute, and hereby tender them our thanks.

The Institute then adjourned to the 27th of March, 1856.

C. E. HOVEY, Pres.

R. H. Allen, Sec.

The State of Indiana, two years since, supplied the townships, 690 in number, with libraries, each containing 321 volumes of choice and valuable books, well bound, making the aggregate 221,490 volumes. The cost of each library, exclusive of the expenses of transportation and distribution is \$213; and the aggregate cost of the whole is about \$147,222.

For the Illinois Teacher.

STATE SUPERINTENDENT.

In accordance with the provisions of our New School Law, in November, 1856, we are to decide upon the man to take the general superintendence of our public schools, and to recommend such improvements in the system of instruction now in use as shall be for their interest. This is decidedly the most responsible office in the State, and should be filled by one whose soul is alive to the calling of the teacher—one who is qualified both in head and heart. And it is time that each friend of universal education should make the inquiry, who shall we elect? Partisan creeds should not enter into the election, neither the peculiar tenets of religion, providing they do not interfere with the education of the mass. Under existing circumstances, will it not be for the interest of the cause, to have the teachers of this State weigh the matter and select one at the State Institute that is to convene at Springfield on the 20th of December next. That the teachers have a right to nominate the man to whom they are to look for counsel and advice, no one can question; for the teachers are the active agents to carry out his recommendations, and the media through which he can reach the people; if they do not co-operate with him, his efforts to establish a system of instruction in place with the progressive spirit of the Prairie State, will be of no use. One reason that we would offer for having the nomination made in December next is, that the teachers from all parts of the State will have an opportunity to act in the premises, and no other regular session will be held before the election, and an adjourned meeting would not probably secure the number of actual teachers as the regular; and no time will be found as convenient for the teachers to assemble as the winter holidays. Many of our male teachers, not being engaged in the school-room the whole time, would find it inconvenient to leave their business during the summer months; and as it is a question that the *Teachers* of Illinois should decide, the subject should not be deferred. And again if we wish to have the office free from party strife, let the man be presented before the party lines are drawn, one that each teacher will feel bound to sustain at the *ballot box* by his vote and influence. If the nomination is deferred until the usual time for selecting candidates, it will be next to impossible to keep it clear of one of the greatest curses that has ever been attached to educational movements, one that invariably thwarts the true interests of schools whenever allowed to interfere,

viz: party strife. And we are sure if the necessary steps are taken with due deliberation, that one of the political parties, if not all will endorse our nomination and give us their influence, which with the concentrated action of all the teachers will enable us to elect *our* man.

Let thought be bestowed upon this subject and all feeling be laid aside, except a desire to elevate our common schools, and we can find a man that will honor the office and aid in bringing about an educational reform, that will place our State second to no other in school privileges.

S. W.

The above communication is from one of the most intelligent and efficient friends of education, and is upon a subject which is probably of more importance to the future welfare of our State than any other that will come up for the decision of our citizens at the next election. While we agree with all our correspondent says, in regard to the necessity of keeping this question aloof from "partizan creeds," "peculiar tenets of religion," and political "party strife," and "that the teachers have A RIGHT to nominate the man to whom they are to look for counsel and advice," we differ with him in the position he takes, that the teachers *alone* at the "Teacher's Institute" should nominate the man who is to be the candidate for that responsible office. It has always been "understood," as expressed by the editor of the present month, on page 290, that the name Institute "is *understood*" to imply an association of teachers, congregated together for the purpose of practical instruction in the best *methods* of teaching, and not to consider general subjects pertaining to educational matters." The cognomen of "the Illinois State Teacher's Institute" comports with the design of the organization, as expressed by those who originated it at Bloomington, and was confirmed by the action of the Institute at its last session at Peoria, and which entirely precludes the possibility of the action proposed to be had at the next session of the Institute, in regard to the subject of State Superintendent.

The school law of our State provides NOT "that the teachers of Illinois should decide," but that the *voters of the State* should choose "the Superintendent of Public Instruction." We therefore believe that *both the Constitution of the Institute*, and "*the school law*" must be changed before the teachers of the State have the right to "decide;" and that the *tax payers and legal voters* of the State have the full right to nominate, vote for, and elect, a State Superintendent; and that a nomination

by teachers alone would be as partizan as a nomination by any religious or political party of our State, and to be as much deprecated.

As therefore *teachers, parents, guardians of pupils, and tax payers* are all interested in this matter, we propose that the "Teacher's Institute" unite in a call for an Educational Convention irrespective of religious, political, or any other party, at which the nomination of a candidate shall be made; and that this Convention be held early next Spring at some central point.

W. F. M. ARNY, LOCAL EDITOR.

LOVE OF READING.

BY CHOATE.

I come to add the final reason why the *working man*—by which I mean the whole *brotherhood of industry*—should set on mental culture and that knowledge which is wisdom a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens: forgetfulness of its cause; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has exhausted the frame; some unforeseen rise or fall in prices; some triumph of a mean or fraudulent competitor; "the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes," some self-reproach, perhaps, follows you within the door; chills the fireside; sows the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up in youth, and held fast in all fortune, a genuine and passionate love of reading. True balm of hurt minds, of surer and more healthful charm than "poppy or mandragord, or all the drowsy syrups of the world"—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest.

He recalls the annoyance that pursues him; reflects that he has done all that might become a man to avoid or bear it; he in

dulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mohammedan in the Spectator to put his head into the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Ninevah with Layard; or worshipped at the springhead of the stupendous Missouri with Clark and Lewis; or watching with Columbus for the sublime moment of the rising of the curtain from before the great mystery of the sea; or looking reverentially on while Socrates—the discourses of immortality—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law; or perhaps it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the “blessedness and glory of her own deep, calm, and mighty existence.”

Let the case of a busy lawyer testify to the priceless value of the love of reading. He comes home, his temples throbbing, his nerves shattered, from a trial of a week; surprised and alarmed by the charge of the judge, and pale with anxiety about the verdict of the next morning, not at all satisfied with what he has done himself, though he does not yet see how he could have improved it; recalling with dread and self-disparagement, if not with envy, the brilliant effort of his antagonist, and tormenting himself with the vain wish that he could have replied to it—and altogether a very miserable subject, and in as unfavorable a condition to accept comfort from wife and children as poor Christian in the first three pages of the Pilgrim's Progress.

To these uses, and these enjoyments; to mental culture and knowledge, and morality—the guide, the grace the solace of labor on all his fields, we dedicate this charity! May it bless you in all your successions; and may the admirable giver survive to see that the debt which he recognizes to the future is completely discharged, survive to enjoy the gratitude with which the latest will assuredly cherish his name, and partake and transmit his benefaction.

With a superhuman effort he opens his book, and in the twinkling of an eye he is looking in the full “orb of Homeric or Milton song;” or he stands in the crowd breathless, yet swayed as forests or the sea by winds—hearing and to judge the pleadings for the Crown; or the philosophy which soothed Cicero or Boetius in their afflictions, in exile, in prison, and the contemplation of death, breathes over his petty cares like the sweet South; or

Pope or Horace laugh him into good humor; or he walks with Æneas and the Sybil in the mild light of the world of the laurelled dead—and the court house is as completely forgotten as the dream of a preadamite life. Well may he prize that endeared charm, so effectual and safe, without which the brain had long ago been chilled by paralysis, or set on fire by insanity!

For the Illinois Teacher.

MEMORIES.

BY ARTHUR A. CLOYES.

Autumn is flinging her garments golden,
Over the dales and dells,
And 'neath the night she a story olden,
Unto my spirit tells.

Of the time when Life was all before me,
Fair as a Fairy-Land,
When the light of Hope and Truth shone o'er me,
On Childhood's happy strand.

The old brick school-house I well remember,
(Long since it passed away,)
'Mid the snowy wreaths of dark December,
The starry flowers of May.

Scenes of my Childhood! I sadly ponder,
When dies the golden day,
And sigh, as I sadly onward wander,
That ye have passed away.

Where are the visions that blessed my childhood,
Wealth, and Glory, and Fame?
The wild dreams of love that 'neath the wild wood,
Unto my spirit came?

Alas! they've entered the midnight portal,
Too bright were they to stay,
And the love I dreamed to be immortal,
Has long since passed away.

ASHLAND, MASS., Oct. 1855.

CRITIC—A large dog that goes unchained, and barks at every thing he does not comprehend.

THE MORAVIANS AND MR. BECK'S SCHOOL.

N. Y. TEACHER.

Mr. BECK, of Lititz, Pa., is one of the most remarkable men of the age. He is a type, and his history is not less interesting than instructive. To understand it, a brief notice must be made of the Moravians.

In that portion of Germany where this people took its rise the law prohibits any couple from marrying except they can show good proof that they can support a family. This caused the establishment of what are called the "Single Sisters' House," and the "Single Brothers' House." These are large buildings, with the upper story furnished as a dormitory, and the lower one as a dining hall, while the intermediate ones are divided into small rooms. Around the Brothers' House are found shops for the carrying on of various trades. In these houses those who had no other homes found one, either hiring a room, or dwelling in common with others, as economy or inclination impelled them. This mode of doing things, with other peculiar customs, the Moravians brought to this country, and it was continued till a comparatively recent date. Indeed, in one case at least, the Sisters' House is yet devoted to the hospitality for which it was erected. But not only the laws, but the abundant productions of our country, with its economical expenditures, permit the happiness of married life to all who wish to enjoy it, and thus the necessity for such houses was not continued, and they have been devoted to educational purposes.

Having learned the trade of a shoemaker, Mr. Beck made his home in the Brothers' House, and in one of the rooms prosecuted his avocation. The boys soon found that he had a fund of knowledge and could delight them by communicating it, and they frequented his shop and gathered round him as he took his evening strolls through the village. After he had worked at his trade for ten years and reached the age of twenty-four, he was, to his surprise, waited upon by several villagers, and desired to take charge of their children, as the schoolmaster had become old and wished to relinquish his charge, and the children wished to have Mr. B. for a teacher. He absolutely refused, thinking himself altogether unfit for the position. But they returned with the name of every man and woman in the village upon a paper soliciting him to undertake the task. He could not decline, and undertook for three months, supposing that his employers would

be desirous of having other services by the close of that time.— The old blacksmith's shop] was fitted up with benches, and he was installed in his post. Swiftly passed the time, and another quarter was entered upon, and before its close the parents were so much pleased, and he had gained so much confidence, that he undertook for the rest of the year; by the end of which he had acquired such an interest in the children that "nothing could have separated" him from them; and he made up his mind to drop all thought of returning to his trade, and devote himself to teaching, or, to use his own words in a letter not written for the public eye, but in answer to inquiries: "I became so much attached to the children that nothing could have induced me to leave them, and I determined to devote my life and all my energies to the welfare of youth, and at once commenced improving myself. I labored very hard to obtain more knowledge, as well as for the welfare of my pupils, and every cent I could realize was invested for the benefit of the school, and my patrons frequently spoke to me about it, saying they could not compensate me for what I was doing *but I cared not, provided I could improve myself and the scholars.*

That extract is enough, if nothing more was, said to assure any one that success was certain to such a man.

The time when these things transpired was in 1815, and for five years his time was spent with the children of that pleasant village. But in 1820 a new life dawned upon him. One pleasant Saturday afternoon as he came out in his every-day garments from a shop where he had been painting a sign in order to turn an extra penny into his scanty coffers, a finely clad gentleman addressed him, inquiring for the village school-master. He answered that he was the man. The gentleman replied that he was from Baltimore, and wished to put his boy to school with Mr. Beck, and as the schoolmaster refused, giving one reason and another, they were removed by the gentleman, who insisted and would not be put off. He was taken to the old blacksmith's shop and shown the accommodations, and though persistently refused, left with the assertion he should bring his boy, and within a week brought and left him. "I consented to receive him at last, cherishing the hope that as this was the first, so it would be the last I should receive from abroad, for I yet distrusted my ability to teach. In this I was disappointed; for shortly after five more were brought from Baltimore, owing to the recommendation of the father of the first. No previous application had been made, and the parents insisted on their remaining. Several others were

added from time to time, and in 1822 the old shop was removed, and a new house built on the spot where it stood. Having now a fine house and more scholars, I became still more enthusiastic."

Of course his scholars became still more numerous. He was obliged to employ assistants and enlarge his borders. He took the "Brothers' House" partly for a boarding house and partly for school-rooms; made by taking down the partitions, so that now his former shop is included in the room where he daily gives instructions, and on occasions lectures to large audiences composed of the public as well as his own scholars. The prophet has honor in his own country, and he showed me with just pride a map of his own making hanging where he formerly hung his finished work.

Eighteen hundred and ninety-six scholars from abroad have enjoyed his instructions since 1820, and he remarks: "I pride myself as being able to say, that an advertisement of mine has never been inserted in any paper in the United States; I have never employed a travelling agent, nor have asked a parent to send a son to me; my pupils have been my advertisements, and my solicitors, and I really do believe that of the seventy-four who are now here, there is not one who did not come through the influence of some former pupil."

Mr. Beck is now sixty-four years of age, but would not be taken for over forty-five. The same enthusiastic interest in his scholars, in his avocations, and in all matters pertaining thereto, which has made him so successful, has also made his labors light, and preserved the elasticity of his body as well as mind. Like Mr. Hodges, of New Jersey, Friend Jenner, of New York, and Father Pierce, of Mass., he is one of the few examples of an old teacher, in whom the buoyant fervor of youth is combined with the energy of middle life and the experience of age, proving it is not the profession, but the mode of teaching, and the motive for doing it, which makes the unsavory drone. His position in society and as a teacher being most flatteringly acknowledged, and a reasonable competence for the future provided, his children having already marked out their own paths to distinction, he has no ambitions to gratify, no cause of envy, jealousy or cupidity. Most cheerfully, therefore, does he communicate the results of his experience, and most interestingly give the history of his numerous experiments, his failures, successes and their causes. There are few men from whom the teacher who wishes to be successful can learn so much.

The chief reasons for his success seem to be, 1st. A sincere interest in the welfare of every student placed under his charge. This secures the confidence of his pupils and makes them love him. 2d. He has the greatest enthusiasm in every thing of a *scientific character*—always on hand to learn anything new, and equally desirous of communicating. 3d. But the most important thing of all is, he desires and intends that his pupils shall *really know* what is brought before them, and appreciates the importance of pleasing in order to instruct. No expense is spared for apparatus, drawings and every kind of illustration, especially such as will entertain as well as sow seeds of science. For example, three magic lanterns and six hundred dollars' worth of slides are made sources of instruction and delight during his lectures on history, geography, &c.

Thus does he, and thus may others, pass a happy life in active usefulness, and generations yet unborn shall enjoy and bless the results of such labors; and when the close of life shall come, it will be looked back upon with satisfaction, and the profession of a true teacher will be considered neither as laborious, thankless, or bootless.

It is said of Arnold, in words quoted from his Life :

“Whatever labor he bestowed on his literary works, was only part of the constant progress of self culture, which he thought essential to the right discharge of his duties as a teacher. * * *

Intellectually as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. I am sure, he said, speaking of his pupils at Saleham, that I do not judge of them, or expect of them, as I should, if I were not taking pains to improve my own mind.”

Ohio, the *Model Western State*, annually appropriates the munificent sum of *eighty thousand dollars* for the purchase of books and apparatus for the school districts. When will Illinois follow the glorious example set by her sister states? Answer; when the teachers have so far created a public sentiment, and aroused the latent energies of the people, as that they shall demand of the Legislature such an appropriation, and not before. The teachers must in all cases be the pioneers in all movements of educational reform.

Below will be found a condensed statement of the proceedings of the "Ogle County Teacher's Institute," received from J. W. Frisbie, Esq., the President of the Institute. We regret that the full statement of the proceedings did not come to hand in time for publication in this number. The Institute effected a permanent organization, and are to hold their sessions annually. We are glad to add Ogle to the lengthening list of counties which have taken a bold and decided stand in the glorious work of teachers' institutes. Keep the ball rolling, and "the little leaven will leaven the whole lump."—(Ed.)

OGLE COUNTY INSTITUTE.

The Teachers of Ogle County met at Oregon on Monday, Oct. 15, and held their Institute two weeks. Mr. J. W. Frisbie, County Commissioner, was chosen chairman, and Mr. W. Debenham, Secretary. The Commissioner, assisted by various members of the Institute, conducted the daily exercises in mental and practical arithmetic, geography, grammar, orthography, reading, and algebra. During the first week, Dr. Judd of Lee Centre gave a course of lectures on physiology, illustrated by drawings, preparations, and a manikin. During the second, lectures were given on the best methods of teaching the various branches, and upon other subjects pertaining to the school-room. After each lecture in the evening the teachers discussed some educational question. Professors Harlow and Pope of Mount Morris also lectured before the Institute the first and last Friday evening.

Among the lectures was one upon the microscope by Mr. Bankes, who exhibited an excellent instrument to the members of the Institute; also one upon magnetism and electricity, illustrated by a magneto-electric machine constructed by Mr. B.

The session of the Institute was harmonious, interesting, and profitable. It adjourned after the reading of M. S. papers, on Friday night.

In the State of New Hampshire, with a population of only one fourth of our own, and with far less taxable property, the sum of \$5,200 is annually devoted to the support of Teachers' Institutes.

PROCEEDINGS OF THE TAZEWELL COUNTY TEACHERS' INSTITUTE.

The Institute met at Mackinaw, Monday, Nov. 19, 1855, in the Christian Meeting House, at 2 o'clock P. M., and was called to order by Rev. G. W. Minier, President. The meeting was opened by prayer, by Rev. W. B. Bunnell. In the absence of Mr. M. C. Young, Secretary, Mr. S. D. Puterbaugh was chosen *pro tem*.

The names of the teachers present were then enrolled, as members of the Institute. On motion of Mr. J. H. St. Matthew, a Committee of three was appointed to recommend Dr. P. W. Ferris to the board of education of La Salle Co., as an able and experienced teacher. Messrs. St. Mathews, Bunnell, and Allen were appointed said committee.

Other committees were then appointed for various duties, after which the Institute adjourned until half past 6 o'clock, P. M.

Evening, 6 and 1-2 o'clock. MISCELLANEOUS BUSINESS.

The following resolution was introduced, discussed, and unanimously adopted.

"*Resolved*, That as far as practicable, the science of vocal music be introduced into our schools as a branch of education."

The President then addressed the meeting on "the object of Teachers' Institutes, and the benefits expected from them." The address was expressive of deep thought and was delivered in a masterly style, and which was followed by a general discussion of the subject of the lecture.

On motion, adjourned to meet to-morrow morning at 9 o'clock.

TUESDAY.

Institute met at the appointed hour, and was opened with prayer by Mr. C. Parker. Minutes of yesterday read and adopted. On motion of Mr. Allen, each teacher is requested to furnish an essay upon the design the teacher should have in taking charge of schools. On motion, Miss Reynolds was appointed reader of criticisms. Exercises in reading were then conducted by Mr. C. Parker. Grammar, J. H. St. Mathews. Reading, G. W. Minier. Criticisms; after which, adjourned to 1 and 1-2 o'clock, P. M.

AFTERNOON.

Reading, J. H. St. Mathews. Grammar, W. B. Bunnell.

Reading: Mrs. Bunnell. Arithmetic, W. B. Bunnell. Criticisms. On motion, adjourned to 6 and 1-2 o'clock, P. M.

Six and a half o'clock, P. M. Met pursuant to adjournment. The President being absent, Mr. C. Parker was called to the chair.

On motion of Mr. Brock, the subject of school house architecture was discussed, in which Messrs Parker, Neville, and Brock participated.

Mr. Bunnell then addressed the audience; subject, the Teacher or Educator; which was followed with a general discussion of the subject—adjourned.

WEDNESDAY. 9 O'CLOCK, A. M.

The exercises were opened with prayer by Rev. G. W. Minier. Minutes read and adopted. Miscellaneous business being in order, a resolution was presented, which was amended so as to read as follows:

Resolved, That we are in favor of state schools for the education of teachers. Resolution unanimously adopted.

Exercises in Arithmetic, by A. D. Fisher, Grammar, by J. H. St. Mathew, Orthography, Cyrus Parker. Criticisms.

On motion, adjourned to meet at usual hour.

AFTERNOON.—1 o'clock. Exercises in Geography by C. Parker, Grammar, W. B. Bunnell, Reading, Baily Jackaberry, Arithmetic, W. B. Bunnell, Penmanship, G. W. Minier.

EVENING SESSION.—The President being absent, Mr. Bunnell, Vice President, took the chair. Reports of committees were heard. On motion of Mr. Bunnell, the following resolution was adopted:

Resolved, That we repudiate the application of the title *professor* to any, except the members of the faculties of our regularly established collegiate and university institutions.

On motion, the following resolution was taken up and warmly discussed by several members, and on vote, resolution lost.

Resolved, That the Illinois State Teacher's Association should recommend some educational man, of age and experience and character to the consideration of the several political conventions as a candidate for State School Superintendent.

On motion, the following resolution was adopted:

Resolved, That this Institute is in favor of the efficient maintenance of a State Educational Journal.

Adjourned to meet to-morrow at 9 o'clock. After which, singing conducted by A. C. Smith.

THURSDAY MORNING.—Met at appointed hour; Vice President, Bunnell, in the chair. Prayer by Cyrus Parker. Minutes of yesterday read and adopted. Reports of committees, Exercises in Geography, by Mr. St. Mathew, Grammar, Mr. C. Parker, Arithmetic, J. W. Brock, Spelling by letter form, Miss Reynolds, Criticisms and other business; adjourned to meet this afternoon at the usual hour.

AFTERNOON SESSION.—Reading, Mr. A. D. Fisher, Arithmetic, Mr. W. B. Bunnell. On motion, took a recess for a few minutes.

Grammar, Mr. St. Mathew, Criticisms and Essays. On motion the following Resolution was adopted, after some discussion and attempts to amend.

Resolved, That when this Institute adjourn, it adjourn to meet in———on the third Monday of September, 1856.

On motion, a Committee of three, composed of Messrs Allen, Bunnell, Woods, Shait, and W. R. Adams, be appointed to fill the blank in said resolution.

EVENING SESSION.—Several resolutions were presented, which on motion were laid on table. On motion, Messrs Parker, Fisher, and Woods were appointed a committee to draft resolutions of thanks to the citizens of Mackinaw for their hospitality; also to nominate officers for the ensuing year.

On motion, the subject of emulation was taken up, upon which subject Messrs Parker, Fisher, Bunnell, Miles, and Brock spoke.

The President then announced that Mr. St. Mathew, of Pekin, would address the audience on the subject of changing of schools and changing of books; the subject was an interesting one.

After which the subject of lectures was discussed. Adjourned till to-morrow morning.

FRIDAY MORNING.—Mr. St. Mathew was called to the chair, prayer by Mr. Bruce. On motion of Mr. Bunnell, a committee of three was appointed to draft By-Laws and Constitution, to report at a call meeting of this Institute. Messrs Minier, Parker, and Tackaberry were appointed said committee. Committees reported. Exercises in Geography, by Cyrus Parker, Arithmetic, H. N. Estabrook; after which, on motion of S. D. Puterbaugh, the order of business was suspended, and the following resolutions were introduced, read, and unanimously adopted:

Resolved, That the thanks of this Institute be and are hereby tendered to the President, G. W. Minier, for the ability and zeal displayed by him as the presiding officer of this Institute.

Resolved, That the thanks of the members of the Institute

be tendered to Messrs Minier, Bunnell, Parker, and St. Mathew for their services, during the week, and the deep interest manifested by them in the cause of education.

Resolved, That we regard the present School Commissioner, Mr. Lemuel Allen, a firm and devoted friend of common schools as is shown by his prompt and energetic action, in connection with the members of this Institute.

Resolved, That inasmuch as Teacher's Institutes have been and may be efficient means for the improvement of teachers in the theory and practice of teaching, therefore, we appoint W. S. Maus, Horace Clark, and Lemuel Allen, a committee to solicit an appropriation by the board of supervisors for their support.

Proceeded to usual exercises. Mr. Minier being absent, Mr. Tackaberry conducted the exercises in reading.

Miss Reynolds being absent, Miss Cheever was appointed reader of criticisms. Criticisms. Spirited and interesting remarks were made by various members present.

Adjourned to meet this afternoon.

AFTERNOON.—Met, Mr. Bunnell, Vice President, in the chair. Exercises in Geography, conducted by Miss Reynolds, Penmanship, S. D. Puterbaugh, Grammar, W. B. Bunnell; and Reading, J. H. St. Mathew.

On motion, the manner of arranging and conducting schools was discussed by Messrs Hovey, Powell, and Wilkins, which were very instructive to all. On motion, adjourned.

EVENING SESSION.—Miscellaneous business being in order the following resolution was taken up, and on motion was adopted, without discussion.

Resolved, That the Institute recommend to teachers to endeavor to raise in their several districts by voluntary subscription funds for the purchase of school apparatus, library, &c.

After which, the President introduced to the audience Prof. C. E. Hovey, of Peoria, who addressed the meeting. After which, on motion of Mr. St. Mathew, a vote of thanks was presented to Mr. Hovey for his able, eloquent, and appropriate lecture, to which we have listened. Very interesting remarks were then made by Messrs Powell, Wilkins, Minier, and Hovey. After which, Institute adjourned to meet to-morrow morning.

SATURDAY MORNING.—Opened with prayer by Rev. G. W. Minier. Minutes read and adopted. On motion, rules suspended. On motion of Mr. St. Mathew, Messrs. W. H. Powell, C. E. Hovey, and D. Wilkins Jr., were admitted honorary members of this Institute.

On motion, Institute went into election of officers for the ensuing year, which resulted as follows: President and Treasurer, Lemuel Allen, of Pekin; Vice Presidents, Rev. Mr. Adams, Washington, Dr. W. S. Maus, Pekin, A. D. Fisher, Elm Grove, W. R. Adams, Mackinaw, Rev. W. B. Bunnell, Tremont, Cyrus Parker, Morton, Rev. G. W. Minier, Little Mackinaw, Rev. Mr. Nigh, Groveland, S. S. Martin, Delavan; Secretary, S. D. Puterbaugh, Pekin.

The following resolutions were then read and adopted.

Resolved, That we tender our grateful acknowledgments to the Christian Church for the use of their house.

Resolved, That children should not be confined to the school room longer than six hours each day.

Resolved, That the Secretary furnish a copy of the proceedings of this Institute, for publication in our county papers, and the Illinois Teacher.

Resolved, That in view of the necessity and the great utility of County Teacher's Institutes, we deem it the duty of our school directors not only to desire but to require their teachers to attend sessions of the Institute, and we deem it their duty to continue the wages of such teachers during the time they are in attendance upon such Institute, as though they were in school.

Resolve, That it is the absolute duty of every teacher who receives such permission to attend the sessions to do so; that those who do not attend, under such circumstances, without a sufficient reason, are not worthy of the name of teachers, and should not be considered worthy by the directors, because of their lack of interest in the profession of which they would be considered members.

On motion, a committee of two was appointed to procure apparatus, &c., for the Institute, as soon as means can be obtained. Chair appointed Messrs. St. Mathew and Allen said Com.

On motion, the Teacher's Institute adjourned to meet on the third Monday of September next.

Members present from different Towns.

PEKIN.—Miss Anna A Pratt, Eliza Pratt, Mary L. Grigg, Mr. J. H. St. Mathew, Bailey Tackaberry, H. N. Estabrook, S. D. Puterbaugh, and L. Allen, School Commissioner.

TREMONT.—Mrs. Bunnell, Miss M. M. Walker, and Rev. W. B. Bunnell.

WASHINGTON.—Josiah Wood, and Cyrus Niles.

MORTON.—Cyrus Parker, Miss Mary A. Campbell, and Miss M. E. Mepinger.

DEHAVAN.—Miss Martha M. Cheever, Miss Sarah Nichols, and John Shirts.

DEER CREEK.—Miss Mary Milligan, and Hiram Phillips.

ELM GROVE.—A. D. Fisher, Morton Rankin, C. H. Embree, and C. A. Buckner.

MACKINAW.—Miss R. S. Reynolds, Ann Adams, Martha Adams, Susan A. Ross, Mrs. Mary C. Cook, J. W. Brock, E. B. Neville, H. W. Hyde, Wm. R. Adams, and Napoleon Wilson.

HITTLE.—Edwin Roberts, and Josiah Fletcher.

LITTLE MACKINAW.—G. W. Minier, and Miss Summers.

PEORIA.—C. E. Hovey.

LA SALLE.—W. H. Powell.

BLOOMINGTON.—D. Wilkins Jr.

NEW YORK.—E. M. Bruce.

G. W. MINIER, PRESIDENT,

S. D. PUTERBAUGH, Secretary *pro tem*.

Local Editors' Department.

Prof. D. WILKINS, Jr., } LOCAL EDITORS.
W. F. M. ARMY, }

ILLINOIS STATE TEACHERS' INSTITUTE.

The Committee on Exercises of the Illinois State Teachers' Institute report the following programme of the Exercises at the Sessions of the Institute to commence at Springfield, Ill., December 26th, 1855.

WEDNESDAY, DEC. 26.—MORNING SESSION.

Preliminary business, 9 o'clock A. M., Report on the condition of the Common Schools of the State of Illinois, and also, the character of a Normal School, by Hon. N. W. Edwards, 10 o'clock, A. M.

AFTERNOON SESSION.

Report of the Executive Committee, 2 o'clock, P. M.

BRONSON MURRAY, G. W. MINIER, Prof. S. WRIGHT, Com.

Discussion of the question continued. What shall be the character of a Normal School? By Prof. J. B. Turner, 3 P. M.

Report.—The best method of teaching Arithmetic. C. E. Hovey, M. Tabor, 30 minutes each. 4 o'clock P. M.

EVENING SESSION.

Address.—Subject, Physiology—by Dr. Cutter, of Mass; 7 o'clock. Address of W. H. Powell, President of the Institute, 8 o'clock, P. M.

SECOND DAY.—December 27.

Consideration of the report of the Executive Committee; 9 o'clock. General discussion upon the subject of Normal School, 10 o'clock. Reports on the best method of teaching Grammar and Geography; by D. S. Wentworth, and O. C. Blackmer; 30 minutes each. 11 o'clock P. M.

AFTERNOON SESSION.

Report of Committee on School Government. 2 o'clock P. M.

W. BARGE, W. B. BUNNEILL, N. BATEMAN, Committee.

Appointment of the Committee on Officers and place of holding the next meeting, &c.; 3 o'clock. Report of W. F. M. Army, Financial Editor "Illinois Teacher"; 4 o'clock. Miscellaneous business till adjournment.

EVENING SESSION.

Address.—Popular Fallacies in Teaching; Prof. N. Bateman; 7 o'clock. General Discussion upon the subject of the address of Prof. Bateman; 8 o'clock.

THIRD DAY.—December 28.

Address of Pres. Sturtevant, of Jacksonville, on the utility of the study of the Classics: 9 o'clock A. M. General discussion on the subject of Pres. Sturtevant's address; 10 o'clock.

Consideration of the report of the Committee on School Government; 11 o'clock.

AFTERNOON SESSION.

Report of the Committee on Books and Library. 2 o'clock.

P. W. FERRIS, J. N. FOY, O. C. BLACKMER, Com.

Essay on Orthography and Reading; by J. C. Dore, of Chicago; 3 o'clock. Report of Committee on Officers and election of Officers, and report of Treasurer; 4 o'clock.

EVENING SESSION.

Lecture on Chemistry by Prof. D. Wilkins; 7 o'clock. General discussion upon the subject of Chemistry; 8 o'clock.

FOURTH DAY.—MORNING.—December 29.

Address on Music; 9 o'clock A. M. Consideration of the report of the Committee on Books and Library; 10 o'clock.

Address.—How should the Bible be introduced in our Common Schools, and its influence on the same? By President Akers of Lebanon; 11 o'clock.

AFTERNOON SESSION.

Address on the utility of the study of History; By President Blanchard, of Galesburg; 2 o'clock. Exchange of views in respect to our Journal, the "Illinois Teacher;" 3 o'clock. Miscellaneous business; 4 o'clock.

EVENING SESSION.

Address on the responsibilities of the Teacher's profession, by J. V. Watson, of Chicago; 7 o'clock. Miscellaneous business, 8 o'clock. Adjournment.

At a meeting held in Springfield on the evening of the 8th of October, the following gentlemen were appointed a Committee of Reception.—A. W. ESTABROOK, Rev. R. V. DODGE, A. POLLOCK, E. MILLER, Mr. HAMON, B. B. LOYD, THOMAS LEWIS, Rev. CRANE.

The committee will be found at the Book Store of Johnson & Bradford, opposite the State House. Those who may attend the meetings of the Institute will, on their arrival, call at that place, and the Committee will furnish them places to board and lodge during their stay in the City. The Committee in behalf of the citizens invite the teachers and friends of education generally, and the ladies who are teachers, in particular, to come and partake of their hospitality.

The meetings of the Institute will be held in the Hall of the House of Representatives, the use of which has been courteously granted by the Honorable Secretary of State and State Treasurer.

The following RAILROADS have, with their usual liberality, consented to carry the members of the Institute home from our meetings *free of charge*, they having paid *full fare* on the road going to the Institute. In order to prevent fraud, arrangements have been made so that those who attend the sessions of the Institute will receive a certificate of membership, at the meeting in Springfield, which will entitle them to return home FREE:—Illinois Central R. R., Chicago Alton & St. Louis R. R., Great Western R. R., Chicago Burlington & Quincy R. R., Chicago & Rock Island R. R. It is expected that the other Railroads in our State will grant the same facilities, and thus enable the Educators of the State to attend this Convention from all parts of our State.

The Committee having made arrangements for the cheap transportation and accommodation of those interested in the great cause of education whilst on the way and in attendance at this Convention, therefore hope that the meeting will not only be an interesting one, but also that it will be fully attended, as matters

of great importance connected with the future educational interests of our State will be discussed by some of our most talented educators at home and from other States.

Those who may desire accommodations in private families are requested to forward their names to A. W. Estabrook, Springfield, previous to the 20th of December.

D. WILKINS.	} Com. on Exercises.
W. F. M. ARNY,	
A. A. TRIMPER,	

The leading articles of this number, which were prepared with much deliberation and care, by the present editor, were lost, through some deficiency of the mail; this will account for its late issue.—L. Ed.

THE INSTITUTE.

Let us not forget our Institute at Springfield. It will be the most important convention ever held in Illinois. Teachers, come one, come all, and let us show ourselves worthy of our calling.—L. Ed.

RECEIPTS FOR ILLINOIS TEACHER.

A. N. Denny, W. Sym, L. Ledbrook, Miss L. Hamilton, Miss L. Holland, Samuel Miller, Prof. G. W. Scripps, Hon. C. Neal, Mark Davis, A. Breckenridge, D. Harding, Nelson T. Atkins, and P. W. Ferris, \$1,00 each; C. D. Leach, \$5,00, D. S. Wentworth, \$6,00, N. Bateman, \$2,00, J. W. Frisbie, \$11,00, H. C. Burchard, \$10,00.

W. F. M. ARNY, FINANCIAL ED.

A fool in a high station is like a man on the top of a mountain—everything appears small to him, and he appears small to every body.

PROHIBITION AT THE EAST.

MR. EDITOR:—

Many of the good people have erroneous views of the present state of public sentiment, and decision of the Courts in some of the Eastern States, touching Prohibitory Liquor Laws.

The published arguments against the Law in New York, by several distinguished Lawyers and ex-Judges, have tended to mislead the public mind, in regard to the actual facts in the case.

These arguments have been erroneously called "*opinions*,"—the opinion of Mr. A. or B., or of Judge C. or D.—while in fact they were only pleas, or arguments against the law for which the author was liberally paid by men engaged in the traffic.

The *object* of publishing such arguments before the law went into operation is obvious. It was to forestal public opinion—influence the lower courts where suits must first commence, to decide against the constitutionality of the Law—and make capital for the next election.

But what are the facts in regard to the decisions of the higher Courts? Of these, while a few have decided against some particular feature, or provision of the Law, more than two to one have pronounced it strictly constitutional.

It is well understood that six of the seven Judges of the Supreme Court just elected, favor the constitutionality of the Law, and the seventh is doubtful.

The Court of Appeals, whose decision will be final, there is little doubt, will sustain the Law.

The Law, though disregarded in several of the cities and large towns, has already closed from ten to twelve thousand grog-shops, in the Empire State. It is, however, believed that little more can be done until they have a decision from the court of Appeals, which will not probably be until January next. The recent election has resulted in the choice of a majority of the members of the Senate and also of the Assembly, favorable to prohibition.

R. S. C.

THE ILLINOIS TEACHER.

Vol. 1, No. 10.]

[December, 1855.]

EDUCATIONAL CONVENTION.

In answer to many inquiries, and in compliance with many requests, we publish in the present number the call and proceedings of the educational convention, held in Bloomington, Dec. 1853; from which originated our State Teacher's Institute.

CIRCULAR.—TEACHERS' CONVENTION.

It is believed that the interests of Education in the State of Illinois, would be happily subserved by a Convention of Teachers and prominent friends of Education. Mutual interchange of opinions and a comparison of the various plans for successfully imparting knowledge, would certainly result in the rejection of erroneous methods, and in the adoption of the best. The beneficial influence of Teachers' Institutes, in other States, and the importance of occasional Conventions of the friends of Education, have suggested to Teachers in various parts of the State, the importance of calling an Educational Convention, to be composed of Teachers, Superintendents, and the Commissioners of Schools, and friends of Education generally.

From various directions the call has been proposed, and Bloomington has been unanimously agreed upon as the most convenient place, and the 26th of Dec. inst., the most convenient time.—That city can be reached by railroads from many portions of the State, and that time is one at which schools are commonly enjoying a brief vacation.

The Convention will organize on the evening of MONDAY, Dec.

26th, and will probably extend its sessions through several days. Arrangements have been made for public addresses during the evenings commencing on the evening of the day designated, at 6 o'clock, P. M.

Arrangements have been made with several railroad companies to carry delegates to and from the convention, at half fare, and the citizens of Bloomington have generously provided for the entertainment of the delegates free of charge.

Delegates as they arrive, will please call at the McFARLAND HOUSE, and will there be directed to the places of entertainment to which they have been assigned.

Editors generally are respectfully requested to give this Circular an insertion.

Alex'r Starne, Secretary of State; N N Wood, D D, President of Shurtleff College; Justin Bulkly, Prof. Shurtleff Col.; E. Adkins, Prof Shurtleff Col; O L Castle, Prof Shurtleff College; J Dempster D D, President Illinois Wesleyan University; W Goodfellow, C W Sears, W P Wright, Profs Ill Wes Univ; J W Sherry, Princ Pre Depm't; J Blanchard D D Pres't Knox Col; H H Lee, Princ Garden City Inst; D Wilkins, Pres't Central Ills Fem Institute; E R Roe M D, Bloomington; H O Snow, Princ Peoria Classical Inst; O S Munsell, Princ Danville Sem; C W Jerome, Prof Danv Sem; A H Guy, Princ Georgetown Sem; A Sloan, Prof Georgetown Sem; J H Moore, Princ Paris Sem; D J Pinckney, Princ Mt Morris Sem; S P Ives, Pastor Bapt Ch, J M Bowman, Rector Episc Ch, F N Ewing, Pastor Presb Ch, E H Ingersoll, Pastor Cong Ch, W J Rutledge, Pastor Meth Episc Ch, Bloomington; C P Merriman, Superin'dent Schools M'Lean co; P Crawford, Agt Am Sabbath School Union; W H Powell, La Salle Inst; Onslow Peters, Pres't Peoria county Ed Society; J S Barwick, Princ Central Academy; S M Estabrook, Princ Sangamon Academy; M Bonney, Superin'dent Schools Peoria co.

BLOOMINGTON, Dec. 26, 1853.

Pursuant to a call, signed by a number of leading educational men in different portions of the State, for a State Educational Convention, a number of gentlemen convened at the Methodist Church, in the city of Bloomington, on Monday evening, at 7 o'clock, and were called to order by the appointment of H. H. Lee, of the "Garden City Institute of Chicago," President, and W. H. Powell, of La Salle, Secretary.

After some preliminary remarks by the President, Prof. Wm. Goodfellow, of Bloomington, was introduced to the audience, who delivered an able and highly interesting address, when D.

Wilkins, jr., W. F. M. Army, and Mr. Powell, of Mt. Palatine, were appointed a Committee on Exercises, &c. After some other business, the Convention adjourned to meet on Tuesday morning at 9 o'clock.

Tuesday Morning, Dec. 27.

Convention met pursuant to adjournment, and was called to order by Mr. Lee, acting as temporary Chairman. Prayer was offered by Rev. Mr. Baldwin, of Peru.

The Committee on Permanent Officers reported the following named gentlemen:

FOR PRESIDENT—D. Brewster, of Kane county;

FOR VICE PRESIDENTS—Prof. Goodfellow, of M'Lean county, Prof. A. J. Sawyer, of Chicago, and C. F. Loop, of Joliet;

FOR SECRETARY—W. H. Powell, of La Salle;

FOR ASSISTANT SECRETARY—H. S. Lewis, of Chicago.

On motion, the report was accepted and committee discharged, and the above gentlemen were unanimously elected officers of the Convention. The Committee on business further reported, as follows:

1st. *Resolved*, That a State Teachers' Institute should be organized by this Convention.

2d. *Resolved*, That the Convention recommend to the Legislature the creation of an office of State Superintendent of Common Schools, with a sufficient salary to secure the undivided energies of a man in all respects competent for said office.

3d. *Resolved*, That the Convention take measures to secure the establishment of a paper, or periodical, devoted to the interests of Common School education.

4th. *Resolved*, That this Convention take measures to secure the establishment of a State Normal School.

5th. *Resolved*, That this Convention appoint reporters to report the proceedings of this Convention to the leading papers of this State.

6th. *Resolved*, That this Convention be guided in its deliberations by the regulations laid down in Jefferson's Manual.

The report was received, and, on motion, the 1st, 2d, 3d, 4th and 6th were adopted.

The 5th Resolution, after a lengthy discussion, was laid upon the table.

On motion, a Committee of five was appointed to organize a State Teachers' Institute; on which Committee the following gentlemen were appointed:

H. H. Lee, of Chicago; Prof. Wilkins, Prof. Goodfellow, of

Bloomington; Mr. Spaulding, of Jacksonville, and O. F. Loop, of Joliet.

On motion, Mr. Powell, of Mt. Palatine, was added to the Committee.

On motion, the Resolution reported by the Committee for the establishment of a State educational paper, or periodical, was taken up, and, after a lengthy discussion, was referred to the following Committee:

W. F. M. Army, Prof. Wilkins and Prof. Goodfellow, of Bloomington; H. S. Lewis and H. H. Lee, of Chicago.

To which Committee Dr. Roe, of Bloomington, was added.

A motion was then made that the question of the establishment of a State Normal School should be the first thing in order for the afternoon session.

The convention then adjourned to 2 o'clock, P. M.

TUESDAY AFTERNOON.—Convention met pursuant to adjournment, and the minutes of morning session were read and approved.

Conformably to the resolution passed at the close of the morning session, the question of the establishment of a State Normal School was presented for the consideration and action of the convention; which, after a long and animated discussion, was deferred for future consideration, and made the special order of the day for Wednesday morning. On motion of Prof. Goodfellow, it was resolved that the order of exercises for the evening session be; First, appointed address by Mr. Lee; Secondly, the question shall be asked; "What is the best method of introducing the Bible as a book of instruction in our schools?" And in answer to this question, each member shall not be permitted to speak more than five minutes at a time, nor more than once till all have spoken, or by a special leave of the convention.—The convention then adjourned till 6 and a half o'clock.

TUESDAY EVENING.—The convention convened at 6 and a half o'clock.

The exercises were opened by music from the choir, and prayer by Rev. Mr. Powell; after which the convention listened to an elaborate and eloquent address from Mr. H. H. Lee.

The question previously presented for discussion on this evening, viz; "What is the best method of introducing the Bible as a book of instruction in our schools?" was taken up and spoken upon by Rev. Mr. Powell, and others; when, upon motion, the question was laid upon the table. Dr. Roe was invited, as was recommended by the business committee, to address the convention on Wednesday evening on the subject of Geology.

The list of delegates was then read, and the convention adjourned until 9 o'clock on Wednesday morning.

WEDNESDAY MORNING.—Nine o'clock, convention met pursuant to adjournment.

Minutes read and approved.

On motion, the vote making the Normal School question the special order of the morning session, was reconsidered, and amended by inserting 11 instead of 9 o'clock.

The business committee then further reported as follows :

7th. *Resolved*, That the thanks of this convention be tendered to Prof. Lee, for his able address, and that a copy be requested, to be placed at the discretion of the publishing committee.

8th. *Resolved*, That we appoint a committee to create a fund and take all necessary measures to secure the printing of the minutes of this convention, and the liquidation of all its pecuniary liabilities.

9th. *Resolved*, That the convention appoint a committee to present to the convention the names of suitable persons to memorialize the Legislature for the revision of the School Laws of Illinois, and that they take into consideration the propriety of levying taxes for school purposes, with the view to the ultimate establishment of free schools.

11th. *Resolved*, That this convention constitute the Secretaries, a committee of revision to prepare the minutes for publication.

The report of the committee was then accepted, and the committee discharged.

On motion the above report, being read by items, was adopted.

The committee to which was referred the resolutions on the subject of an educational paper, being called on, reported as follows :

1st. *Resolved*, That we are unqualifiedly in favor of the establishment of a paper in the State of Illinois, devoted to the interests of education.

2nd. *Resolved*, That a committee of five be appointed for the purpose of making arrangements to publish such a paper.

3rd. *Resolved*, That should the foregoing committee succeed in finding some editor competent to undertake the editing and publishing of an educational paper, they may immediately pledge the unqualified support and patronage of the members of this convention, and that we will do all in our power to extend its circulation, but we assume no pecuniary responsibility whatever.

4th. *Resolved*. That we believe that such an enterprise, judi-

ciously managed, would be remunerative, and we will do all in our power to render it highly profitable to the publishers.

5th. *Resolved*, That the committee be instructed to provide, if possible, for beginning the paper with the next calendar year.

The report was accepted and committee discharged. After lengthy discussion the convention adjourned till 2 o'clock.

AFTERNOON, 2 o'clock.—Convention met pursuant to adjournment. On motion Convention proceeded to fill out the blank with names to act on paper—Mr. Hawthorne, of Chicago; B. Murray, LaSalle co.; C. C. Bonney, Peoria; Prof. Wilkins and W. F. M. Army, Bloomington, were appointed said committee.

Mr. Spaulding, of Jacksonville, then offered the following resolution:

Resolved, That a committee of seven, or more, be appointed to correspond with the friends of education in several important points in the State, and see where the people are willing to begin a Normal School, and do the most to establish the same.

The following gentlemen are the committee; F. A. Benham, of Chicago; H. O. Snow, of Peoria; H. Spaulding, of Jacksonville; Prof. Goodfellow, of Bloomington; W. H. Powell, of La Salle; C. F. Loop, of Joliet; S. C. Parker, of Lacon.

Mr. Loring, of Lacon, then introduced the following preamble and resolutions.

Whereas, a general diffusion of intelligence is necessary to happiness and true development of the faculties of the people, and to the strength and perpetuity of the State; and whereas, a proper common school system is the only means whereby such objects may be attained; and whereas, well qualified and suitable teachers are necessary for the same purpose; and whereas, a general and thorough superintendence of the schools is equally important for the same object, therefore:

1st. *Resolved*, That a committee of five members of this convention be chosen to memorialize the Legislature of this State accompanied by petitions of the people, for the establishment of the office of Superintendent of Common Schools, and the appointment of a suitable person thereto.

2d. For the establishment and support of Normal Schools.

3d. For the establishment of such common school system which, while it will bring the means of education without money and without price to all, shall best fit the mass of the people for the high and noble duties of life.

The following gentlemen were appointed said committee; D. C. Furguson, of Chicago, C. C. Bonney, of Peoria, Prof.

Goodfellow, of Bloomington, W. H. Powell, of La Salle, Loring, of Lacon.

The preamble and resolutions were accepted, and waiving their discussion, the following resolution was read:

Resolved, That we instruct the committee in their memorial to the Legislature, to ask that honorable body to make conditional overtures in the way of aiding in erecting suitable buildings and furnishing a permanent endowment to citizens of any town or towns who may be desirous of having a Normal School erected in their midst. After much discussion, C. C. Bonney, of Peoria, was by special vote invited to address the convention and citizens upon the subject of the history and condition of the public educational funds, State Normal School, Teachers' Institutes, Free Schools, &c.

The invitation was accepted, but the address deferred until the close of the present session of the Illinois Wesleyan University.

On motion, Dr. E. R. Roe was invited to deliver his address before the convention on the subject of Geology. The invitation was accepted. It was resolved that the resolutions offered by Mr. Loring be made the special order of the evening after the address.

On motion, the convention adjourned until 7 o'clock.

WEDNESDAY EVENING.—Convention assembled and exercises commenced with music from choir, and prayer by Rev. Mr. Parker. Dr. Roe then delivered an address on Geology, which was listened to by a large audience with the highest interest; after which, the consideration of the resolutions were taken up.

On motion, they were laid upon the table.

The committee appointed to draft a constitution for the State Teachers' Institute being called upon, reported as follows:

(The Secretary having left the convention previous to the completion of the business connected with the formation of the Teachers' Institute, is unable to give a full report of the proceedings of that body.)

The report, after some slight modifications, was adopted, and committee discharged.

Thanks were tendered Dr. Roe for his able and eloquent address.

On motion, it was unanimously

Resolved, That the thanks of this convention are due, and are hereby tendered to the citizens of Bloomington, for their noble generosity in freely opening not only their houses, but their hearts, in hospitality to all members from abroad.

Resolved, That we hereby tender our sincere thanks to Prof.

Sherfy, and his efficient choir, for the excellent music with which they have favored us at our present meetings.

Resolved, That the thanks of this convention are hereby offered to the several railroad companies who generously conveyed delegates to and from this convention at *half fare*.

Resolved, That our thanks are due to E. W. Brewster, Esq. our excellent and efficient President, for the able manner in which he has discharged the arduous duties of his office, and to the Secretaries for the careful manner in which they have kept the records of this convention.

On motion, the convention adjourned *sine die*.

W. H. POWELL, Sec'y.

EDUCATIONAL CONVENTIONS.

BY W. F. M. ARNY, LOCAL EDITOR.

Many inquiries in regard to the educational conventions of our state prompt us to give as briefly as possible, from the documents in our possession, a condensed view of their action so that the present volume of the "Teacher" may contain a synopsis of the educational movements in our State.

The first convention of which we have any account, was held at Granville, November 8th, 1851, at which the following resolutions were adopted.

Resolved, That we greatly rejoice in the degree of perfection to which our various institutions, for the education of our brethren engaged in professional, scientific and literary pursuits, have already attained, and in the mental and moral elevation which those institutions have given them, and their consequent preparation and capacity for the great duties in the spheres of life in which they are engaged; and that we will aid, in all ways consistent, for the still greater perfection of such institutions.

Resolved, That, as the representatives of the industrial classes, including all cultivators of the soil, artisans, mechanics, and merchants, we desire the same privileges and advantages for ourselves, our fellows, and our posterity, in each of our several pursuits and callings, as our professional brethren enjoy in theirs; and we admit that it is our own fault that we do not also enjoy them.

Resolved, That, in our opinion, the institutions originally and primarily designed to meet the wants of the professional classes, as such, cannot, in the nature of things, meet ours, no more than the institutions we desire to establish for ourselves could meet theirs. Therefore,

Resolved, That we take immediate measures for the establishment of a University, in the State of Illinois, expressly to meet those felt wants of each and all the industrial classes of our State; that we recommend the foundation of high schools, lyceums, institutes, &c., in each of our counties, on similar principles, so soon as they may find it practicable so to do.

Resolved, That, in our opinion such institutions can never impede, but must greatly promote, the best interests of all those existing institutions.

Resolved, That we earnestly solicit the people of this State to meet in their primary assemblies and discuss the objects of this convention, as shall be made known by our published proceedings, and join with us in asking the Legislature to grant to the people of this State the fund which belongs to them, to aid them in establishing an institute for the industrial classes of this State, instead of dividing that fund among the different colleges now in the State, as contemplated by those institutions.

THE SECOND CONVENTION was held at Springfield, June 8th, 1852. A controversy there arose between the members of the Industrial Convention and the advocates and representatives of some few of the old classical and theological colleges, who were admitted by courtesy to participate in the debates of the convention, which consumed most of the time of the convention.

These colleges desired to be made, themselves, the instruments through which the funds of the State should be applied to the education of the industrial classes. This, the representatives of these classes have at all times, in all their conventions, unanimously and steadfastly opposed.

At that meeting a memorial was prepared, and adopted to be presented to the Legislature of the State.

THE THIRD CONVENTION was held at Chicago, November 24th, 1852. At this convention much important business was transacted, and many interesting views suggested and speeches thereon made and reported. Among other things it was

Resolved, That this convention memorialize Congress for the purpose of obtaining a grant of public lands to establish and endow Industrial Institutions in each and every State in the Union.

It was also "voted unanimously, that a department for the

education of common school teachers be considered an essential feature of the plan.”

A committee was appointed to prepare a memorial to the Legislature, and another to prepare one to Congress.

THE FOURTH CONVENTION was held at Springfield, on the 4th of January, 1853. At this meeting, also, a great many items of a miscellaneous character were brought before the Convention, and discussed and decided upon, in almost every case by a unanimous vote.

The greatest harmony and good feeling prevailed among all the members and delegates, and the representative and executive officers of the people, in the Legislature, many of whom, from all parts of the State, took the deepest interest in the subject, and made noble and eloquent speeches at their evening session in the Senate Chamber in its behalf. It was

Resolved, That inasmuch as any detailed plan of public instruction can only be decided and acted upon by the Trustees, Directors, or other officers of the desired Institution, when created, it is not expedient to attempt to fix upon any such details in any preliminary conventions of the people; and that the committee appointed to report upon that subject be discharged from further duty.

After the adjournment of the convention, the following memorial was written, at the request of the committee, by the author, and signed by the President of the Convention, and presented to the Legislature, in accordance with a resolution passed by the Convention:

MEMORIAL

OF THE 4TH INDUSTRIAL CONVENTION OF THE STATE OF ILLINOIS.

To the Honorable Senate and House of Representatives of the State of Illinois:

We would respectfully represent: That we are members of the industrial classes of this State, actively and personally engaged in agricultural and mechanical pursuits. We are daily made to feel our own practical ignorance, and the misapplication of toil and labor, and the enormous waste of products, means, materials, and resources that result from it. We are aware that all this evil to ourselves and our country, results from a want of knowledge of those principles and laws of nature that underlie our various professions, and of the proper means of a practical application of existing knowledge to those pursuits. We rejoice to know that our brethren in the several learned professions have,

to a good degree, availed themselves of these advantages, and have for years enjoyed their benefit. They have universities and colleges, with apparatus; libraries, voluminous and vast; able and learned professors and teachers, constantly discovering new facts, and applying all known principles and truths directly to the practical uses of their several professions and pursuits. This is as it should be. But we have neither universities, colleges, books, libraries, apparatus, nor teachers, adapted or designed to concentrate and apply even all existing knowledge to our pursuits, much less have we the means of efficiently exploring and examining the vast practical unknown that lies all around us, spreading darkness and ruin upon our best laid plans, blighting our hopes, diminishing our resources, and working inevitable evil and loss to ourselves, to our families, and to our country. Some think one-half—no intelligent man thinks that less than one-third or one-fourth—of the entire labor and products of our State are made an annual sacrifice to this needless ignorance and waste.—Knowledge alone, here, is power, and our relief is as clearly obvious as our wants. We need the same thorough and practical application of knowledge to our pursuits that the learned professions enjoy in theirs, through their universities and their literature, schools and libraries that have grown out of them. For even though knowledge may exist, it is perfectly powerless until properly applied, and we have not the means of applying it.—What sort of generals and soldiers would all our national science (and art) make, if we had no military academies to take that knowledge and apply it directly and specifically to military life?

Are our classic universities, our law, medicine and divinity schools, adapted to make good generals and warriors? Just as well as they are to make farmers and mechanics, and no better. Is the defence, then, of our resources of more actual consequence than their production? Why then should the State care for the one and neglect the other?

According to recent publication, only one in 260 of the population of our own State are engaged in professional life, and not one in two hundred in the Union generally. A great proportion even of these never enjoyed the advantages of our classical and professional schools. But there are in the United States 225 principal universities, colleges, and seminaries, schools, &c., devoted to the interests of the professional classes, besides many smaller ones, while there is not a single one, with liberal endowments, designed for the liberal and practical education of the industrial classes. No West Point as yet beams upon the horizon

of their hope ; true, as yet, our boundless national resources keep us, like the children of Japhet emigrating from the Ark, from the miserable degradation and want of older empires : but the resources themselves lie all undeveloped in some directions, wasted and misapplied in others, and rapidly vanishing away as centuries roll onward, under ignorance or unskilfulness that directs them. We, the members of the industrial classes, are still compelled to work empirically and blindly, without needful books, schools, or means, by the slow process of that individual experience that lives and dies with the man. Our professional brethren, through their universities, schools, teachers, and libraries, combine and concentrate the practical experience of ages in each man's life. We need the same.

In monarchical Europe, through their polytechnic and agricultural schools, some successful effort has been made, in some departments and classes, to meet this great want of the age.

But in our democratic country, though entirely industrial and practical in all its aims and ends, no such effort has been efficiently made. We have in our own State no such institutions, and no practical combination of resources and means, that can ever produce one worthy of the end. We have not even a "Normal School" for the education of our teachers, nor half a supply of efficient teachers even for our common schools ; and never can have without more attention to the indispensable means for their production. Hence, our common schools are, and must continue to be, to a great extent, inefficient and languishing, if not absolute nuisances on our soil, as in some cases they now are. But the common school interest is the great hope of our country, and we only desire to render it efficient and useful, in the only way it can be done, by rearing up for it competent and efficient teachers in the normal department of our industrial universities. Knowing that knowledge, like light and water, runs downward, not upward, through human society, we would begin with the suns and fountains, and not with the candles and puddles, and pour the light and water of life down through every avenue of darkness below, and not begin with the darkness and drought, and attempt to evolve and force it upward. No State ever did, or ever will, succeed by this latter process. The teacher is the first man sought, and the life and light of the whole thing, from the university downward.

To this end, concentration is the first indispensable step. Leaving all our common school funds untouched, as they now are, the proposed distribution of our university fund, amounting to

about \$150,000, will illustrate this point. The annual interest of this, at 6 per cent., is about \$9,000. If this should be divided among our ten or fifteen colleges, it would give them only from \$600 to \$900 each per annum. Divided among our hundred counties, it would give \$90 to each county, for a high school or any other purpose. Divided, as it now is, among the million of our people, it gives 9 mills, or less than one cent, to each person. Concentrated upon the Industrial University, it would furnish an annual corps of skilful teachers and lecturers, through its normal school, to go through all our towns and counties, create, establish, and instruct lyceums, high schools and common schools, of all sorts, and, through its agricultural and mechanical departments, concentrating and diffusing the benefits of practical knowledge and experience over all our employments and pursuits, our farms and shops. Here, as elsewhere, the sun must exist before the diamonds and dew-drops can shine. The mountain heights must send down their rills and their torrents, gathered from their own flood and the boundless resources of the ocean and the sky, before the desert can blossom as the rose.—Money, however much or little, concentrated in logs, clapboards, and bricks, enclosing a herd of listless, uneasy, and mischevous children, cannot make a common school. The living teacher must be there—living, not dead; for dead teachers only make dead scholars the more dead. Nor can grammar, language, metaphysics, or abstract science, however accurate, voluminous, and vast, ever diffuse new life and new energy into our industrial pursuits. There, practical apparatus, the thorough and accurate needful experiments, as well as the living and practical teachers, are needed, in order even to begin the great work. This is necessarily expensive, quite beyond even the anticipated resources of our existing institutions. Hence, again, we need concentration, and not a miserable, useless, and utterly wasteful diffusion of our resources and means.

Throughout our State, and throughout the whole civilized world, in all ages, where there has been most neglect of universities and high seminaries, and most reliance placed by the people in the miserable pittance doled out to them by the State, like so many paupers, for the support of common schools, precisely there the common schools will be found, for the inevitable reasons above indicated, most inefficient, weak, and worthless, if not positive nuisances to society, and, whenever the reverse is found, the reverse influences of life, light, animation, and hope, beam forth from the schools at once.

We repeat it, the common school is our great end, our last hope, and final joy. But we would reach and re-animate it under the guidance of practical common sense, as all experience shows it must be done, as it only can be done, and we would reach the vital, practical interests of our industrial pursuits, by precisely the same means, and on precisely the same well-known and thoroughly tried plans and principles. We seek no novelties. We desire no new principles. We only wish to apply, to the great interest of the common school and the industrial classes, precisely the same principles of mental discipline and thorough scientific practical instruction, in all their pursuits and interests, which are now applied to the professional and military classes.

The effect this must have in disciplining, elevating, and refining the minds and morals of our people; increasing their wealth and their power at home, and their respect abroad, developing not only the resources of their minds, but their soil and treasures of mineral, and perfecting all their materials, products, and arts, cannot but be seen by every intelligent mind.

No other enterprise so richly deserves, and so urgently demands, the united efforts of our national strength.

We would, therefore, respectfully petition the honorable Senate and House of Representatives of the State of Illinois, that they present a united memorial to the Congress now assembled at Washington, to appropriate to each State in the Union an amount of public lands, not less in value than five hundred thousand dollars, for the liberal endowment of a system of Industrial Universities, one in each State in the Union, to co-operate with each other, and with the Smithsonian Institute at Washington, for the more liberal and practical education of our industrial classes and their teachers, in their various pursuits, for the production of knowledge and literature needful in those pursuits, and developing, to the fullest and most perfect extent, the resources of our soil and our arts, the virtue and intelligence of the people, and the true glory of our common country.

We would further petition that the executive and Legislature of our sister States be invited to co-operate with us in the enterprise, and that a copy of the memorial of this legislature be forwarded by the Governor to the Governors and Senates of the several States.

We would also petition that the University fund of this State, if not at once applied to these practical uses, be allowed to remain where it now is, and its interest applied to present uses,

until such time as the people shall be prepared to direct it to some more efficient use.

By order of the Convention.

BRONSON MURRAY, President.

A similar memorial was submitted to the Convention by the committee, consisting of his Excellency Gov. French, Hon. David L. Gregg, and Dr. L. S. Pennington, appointed by the Chicago Convention, and accepted and forwarded to Congress, as ordered by that Convention.

These memorials were presented to the Senate and Representatives of Illinois, then in session, and the merits of the plan fully discussed by able and eloquent advocates, and the following resolutions were unanimously passed by both houses and received the approbation of the executive.

RESOLUTIONS.

Of the General Assembly of the State of Illinois, relative to the Establishment of the Industrial Universities, and for the Encouragement of Practical and General Education among the People—unanimously adopted.

WHEREAS, The spirit and progress of this age and country demand the culture of the highest order of intellectual attainment in theoretic and industrial science: *And whereas*, it is impossible that our commerce and prosperity will continue to increase without calling into requisition all the elements of internal thrift arising from the labors of the farmer, the mechanic, and the manufacturer, by every fostering effort within the reach of the government: *And whereas*, a system of Industrial Universities, liberally endowed in each State of the Union, co-operative with each other, and the Smithsonian Institution at Washington, would develop a more liberal and practical education among the people, tend the more to intellectualize the rising generation, and eminently conduce to the virtue, intelligence, and true glory of our common country; therefore, be it

Resolved by the House of Representatives, the Senate concurring herein, That our Senators in Congress be instructed, and our Representatives be requested, to use their best exertions to procure the passage of a law of Congress donating to each State in the Union an amount of public lands not less in value than *five hundred thousand dollars*, for the liberal endowment of a system of Industrial Universities, one in each State in the Union, to co-operate with each other, and with the Smithsonian Institution at Washington, for the more liberal and practical education.

of our industrial classes and their teachers; a liberal and varied education adapted to the manifold wants of a practical and enterprising people, and a provision for such educational facilities, being in manifest concurrence with the intimations of the popular will, it urgently demands the united efforts of our national strength.

Resolved, That the Governor is hereby authorized to forward a copy of the foregoing resolutions to our Senators and Representatives in Congress, and to the Executive and Legislature of each of our sister States, inviting them to co-operate with us in this meritorious enterprise.

JOHN REYNOLDS,

Speaker of the House of Representatives.

G. KERNER, *Speaker of the Senate.*

APPROVED, February 8, 1853. J. A. MATTESON.

A. true copy: Attest, ALEX. STARNE, *Sec'y of State.*

THE FIFTH educational convention was held at Bloomington, December, 1853, upon the call of various friends of education, for the proceedings of which, we refer to the report of the Secretary, which is published in this number.

Two subjects were discussed at this convention, and "the State Teachers' Institute" organized. We give briefly the speeches as reported at the time upon the subject of Normal Schools.

Resolution taken up and motion made to adopt it, which was about to be put, when Rev. W. Powell, of Palatine, hoped that it would pass, but not without comment. He wanted to hear an expression of the views of members as to what constituted a Normal School. It was a very important measure. There was a recognized want of these institutions. An evidence of this had been traveling around our State—a QUACK Normal School—one got up for private gain. It did good to nothing but the pockets of the owner—schools no more fit for instructing teachers than he was to run a steam mill. The Rev. gentleman thought such schools should be originated by teachers.

Mr. Seymour of Avoca, Livingston County, is a teacher; had come recently from a land of Normal Schools; had been a member of Normal school in good old Massachusetts. The history of those schools was that the Legislature of Massachusetts sent Horace Mann to Europe to investigate the system of European schools, and in Prussia he found this system, which he approved and reported to the Legislature. Three of them were established. Mr. S. Recommends the Normal school system as adapted to the wants of Illinois, the experience of Massachusetts. These

teachers will be fitted to teach systematically and scientifically. Before they were introduced in Massachusetts teachers were ignorant.

Prof. Spaulding, of Jacksonville, wished to correct the last gentleman. Teachers in Massachusetts before the days of normal schools were by no means ignorant; so ignorant as the gentleman had represented. He had been a teacher in common schools there before the Normal School system was introduced, and he knew teachers of that class there then, well qualified to conduct *Seminaries* in Illinois. The school committees would soon have shut out teachers if no better qualified for their post than the gentleman represented. But the Prof. was in favor of the Normal Schools. Prussia, France, England, and measurably New York, as well as Massachusetts, had experienced benefit from them.

J. W. Seymour maintained the truth of his remarks against the general mass of the old teachers; they did not apply to the large cities, but to Western Massachusetts, and other places of small size.

Mr. Army of Bloomington, had given some attention to Normal Schools, but was not so familiar with their workings as he would desire. As in mechanical departments, we want a man well educated in his business, so in teaching, a man must be trained to his business. He had recently traveled a day or two with Horace Mann, and that gentleman had expressed himself highly in favor of the efficacy of Normal schools, especially when connected with agricultural or labor departments. Mr. Army said wherever Normal schools are found there the common school is most flourishing and efficient.

Mr. Powell, of Palatine, reconciles the counter statements of the qualifications of the early teachers of Massachusetts. The gentlemen are from different parts of the State—thinks much of the trouble in our common schools grows out of the ignorance of parents in respect to the management of school affairs as well as of the teachers. Parents controlling school affairs, wish to do rightly, but do not know what they want.

Mr. Loring, of Lacon, says it is a fact well known to the wisest mind, that it is hard to *get down* to the level of a child, as *books* are not the thing, for children want a teacher suited to them.—At a Normal school teachers are made to learn how to get down to the level of a child; they are taught that children should “make haste slowly.” Parents are prone to press children on through the primary branches and get them in an academy; and

when children reach there they are disappointed to find that they make slow progress. The fact is, children there have to unlearn all they have learned, which process consumes the more time of the two.

Prof. Spaulding understands the intention of Normal schools to be not only to teach the sciences, but also to teach *how to teach*. Normal schools here should be taken up to impart the *art of teaching*. If this question to be settled is, how can the institution be established without private differences, these differences he apprehends, will be dangerous and two fold.

1st. Whence shall we procure sufficient funds? and

2d. Where shall the schools be located?

If it is inquired what amount is necessary, he would answer, this depends on the wants of the State. In Massachusetts one establishment cost \$11,000 and another \$14,000 to erect the buildings. Massachusetts requires places in which the establishment is located to furnish the buildings, and the State then provides for the education of the pupils free of cost. Mr. S. thinks the difficulty will be found in locating the schools. This was the great danger. It was the same difficulty which existing colleges had experienced in dividing up the university fund among a portion of themselves, they could not fix upon any portion but those who were left out would unite against them, and every college could not have a share.

If we fix the location we can then ask the Legislature to apply the university fund to that purpose. That the object of the Normal school is not altogether and solely, as stated by some one, for the benefit of the common schools. Such a Normal school as he proposed; would ultimately become a college, such as was designed by Congress should be established by the university fund.

Mr. Loring called on the gentleman on his left to state what studies were pursued in the Normal schools of Massachusetts.

Mr. Seymour, don't like to be hauled up so often. He came here to learn, not to teach. In the Normal school he attended there were four terms, of eleven weeks each. Grammar, geography, arithmetic and reading were taught. We traveled but very slowly, so slowly I fear it would not meet the approbation of teachers here. In eleven weeks he got through only the four simple rules of arithmetic. In first term got only half way through South America. The practice was that when a pupil was called up in arithmetic he had to repeat the rule and then explain the reason for the rule in the most minute particular: had to

tell the why and wherefore. He remembered being once called upon to find the greatest common divisor of two or more numbers, was asked the rule, and without hesitation repeated it.— Was asked *why* is that rule true. Here he was taken all aback. He was sent to his seat and that night retired to his room and for *four hours* studied the *reason* for that rule closer than he ever before studied in his life. It had been assumed in this convention that this Normal school might finally become a College and accomplish the designs of Congress in establishing a University fund. If gentlemen and ladies expected this they were mistaken. In three years the Normal school could never begin to govern the whole ground of Colleges, much less of Universities. Why, sir, history, arithmetic, algebra and geometry cover a three years course. The Legislature required in the fundamental law that an English education, grammar and reading, should be given. Thinks if a Professor of an Academy here were put through the ordeal of such a school he would do well if he bore it unscathed.

Prof. Sears of Bloomington wanted to know if these gentlemen who graduated were under any pledge to teach school afterward.

Mr. Seymour—merely when they entered the Institution they pledged themselves that it was *then* their intention to pursue teaching as a profession.

Mr. Baldwin thought it important if application was made to the Legislature for aid that the application should be backed up by argument, and was in favor of measures to collect arguments in support of it. Mr. B. thinks all the arguments produced here are just as good in favor of an Academy as of a Normal school; thinks the most superficial teachers come from the Normal schools. He would rather go to certain Connecticut Academies which he named, than to any Normal school. His hope is quite as great in the Seminaries as in the Normal schools. The Principals of Seminaries have a pecuniary interest in the reputation they sustain. He is opposed to a union of State Legislature with school management. He was sorry to find the attention of the Convention was diverted from Academies, since most of the teachers present were from Academies.

Prof. Spaulding—The gentleman's remarks correspond with his views.

He accords that teachers of academies and colleges have a great work to perform. Should feel sorry if all the academies and colleges in the State did not turn out more teachers than a Normal School. Some of the graduates from these were certain to

be naturally qualified for teaching. He did not contend they compete in the aggregate, for here is the difference, colleges and seminaries make such a round of teaching that it is impossible for them to go into the details of teaching the art of teaching. Normal Schools, on the other hand, can be limited and directed as is thought best. Massachusetts has restricted hers as she thought fit, and so can we if we get one up. Originally, however, it was not so intended to restrict them. In Prussia they were not so restricted. There Normal Schools go to the grade of our highest universities. Normal Schools might be shaped to cover any ground which the originators proposed. It was a fact, and a matter of regret, that the diplomas of our colleges are no evidence of the literary qualifications of graduates in the rudimental parts of education. So in Morgan county the Superintendent of Common Schools had to examine and reject about one-third of the applicants, and among the rejected are some who have college diplomas in their pockets. Graduates should have a certificate of capacity to teach in common schools. The great failure of academies is in their neglect of the primary departments. He thinks teachers in academies and colleges have too much required of them.

Prof. Sears, of Bloomington, acknowledged there are a great many difficulties connected with this question of Normal Schools in this State. He hardly believes in the practicability of establishing them. It is certain that academies are multiplying very rapidly, and many of their students are pursuing studies far in advance of their preparation. Many of them can hardly put together English sentences correctly. He has known those who could not read them. These are difficulties which exist in this State that do not exist in any others. It is thinly settled. Men hold large tracts of land, in the centre of which they live. This prevents the formation of school districts. We must wait till a future day, when sections become quarters, quarters eighties, and eighties forties. We must wait till a future day, when a future generation shall more closely populate the State, and thus regenerate our common schools. Prof. S. believes that if the State would give \$10,000 to each of a dozen different existing institutions, it would work great good. Yet, even then, all would not become useful.

Mr. Ingersoll, of Bloomington.—Normal Schools originated in a region of country where education was brought to its highest state from a perception that there was a want which colleges did not meet; a want we have all experienced. When graduating

from a college we look back and perceive a long blank place in our education, it is away back at the beginning.

Graduates of colleges, who are the finest linguists, may not have made themselves competent to teach. Hence, Normal schools were introduced. What is Normal? Something which goes back to the beginning. It is true some advance is probably made in colleges of the present day over those of his youth, but he had found this to be the state of the education they impart in respect of teachers; it is all a blank in the normal part. The gentleman exhibited this by some anecdotes of the instruction imparted by teachers to scholars. One was that of a teacher who illustrated the theory of permeability of all solids by the condensation or "sweat" that gathers on the outside of a pitcher containing cold water. This created much merriment.

Rev. W. J. Rutledge, of Bloomington, says teaching as a profession has gone into disrepute because common school education has been neglected. Graduates of colleges now only go to teach those schools to raise the means to pay off debts contracted for their education, or as a stepping stone for something higher. He wishes the state funds given to the colleges of various Evangelical denominations, such as Shurtliff college, the Illinois college, the Bloomington, Peoria, and others, say \$10,000 to each. It has been well suggested here that not every person has the talent for teaching. There was now a probability that these colleges would turn out a larger number of men having the talent to teach than would a normal school. The true policy is to educate a great many, and some will certainly be good. He knew once of two schools in the "Old Dominion." One was a good one and the other a poor one, but the poor one was the best. One was headed by a graduate of the Virginia University, with the last polish which that institution could afford him, and was attended by all the rich men's sons around, while the other was headed by a poor youth who had barely been thro' Pike's Arithmetic, by dint of hard study. The speaker had attended both schools, knew them both well, and the poor one was the best. It thrived and grew to be a large and flourishing concern, while the other dwindled away and the teacher was compelled to leave.

At this convention the Teachers' Institute was also organized, and adjourned, to meet at Peoria, Dec. 26th, 1854.

THE SIXTH EDUCATIONAL MEETING was held by the "Teachers' Institute" at Peoria, according to adjournment the year previous, at which the following resolutions were adopted;

1st. *Resolved*, That this Institute cordially concur and co-operate with our State Superintendent of Public Instruction in the effort to establish a good system of common schools, and that we approve of the principle of supporting them by a direct *ad valorem tax*.

2d. *Resolved*, That the arguments of the State Superintendent of Public Instruction, and past experience, concur in demonstrating the great utility and advantage, if not absolute necessity of Normal Schools, for the efficiency and success of common schools.

3d. *Resolved*, That we also agree with him in the opinion, that the course of instruction, in the Normal School, must be materially modified by the predominance of agricultural, mechanical, and commercial interests in the State, in order to be adapted to the circumstances and wants of our people.

4th. *Resolved*, That the details of this bill are so numerous that no popular assembly can digest them, in a single evening, and, therefore, your committee would recommend that a special committee of three be appointed to confer with the committee of the legislature, to whom this bill shall be referred.

For the full report of the proceedings of this meeting, see the February Number of "the Illinois Teacher."

THE SEVENTH CONVENTION was held in Springfield in January 1855.

This convention met in the Senate Chamber. John Gage, Esq., of Lake county, appointed President, and W. F. M. Arny, of McLean county, chosen Secretary. After which Dr. Rutherford, of Jacksonville, was invited to deliver an address upon the subject of Industrial education, as advocated by the Industrial League. Dr. Rutherford presented a plan of a University and Normal School adapted to all classes, especially the Farmers and Mechanics, and that by the establishment of such a University, the common schools of our State would be furnished with competent teachers. He urged the justice of properly appropriating the fund donated to the State by Congress for the establishment of such a University.

Bronson Murray, Esq., of La Salle county, addressed the Convention upon the subject of practical education.

Professor Turner, of Jacksonville, also made a few remarks, stating that while this State has been talking about an Industrial University, the farmers of Ohio have established, with money out of their own pockets such an institution, at which there are now in attendance 400 male pupils. After these proceedings,

the convention adjourned, to meet at 9 o'clock to-morrow morning at the Court House.

MORNING SESSION—TUESDAY.—Called to order after an informal discussion of the subject of Education; the Convention adjourned till 2 o'clock P. M.

AFTERNOON SESSION.—Meeting called to order and the following officers chosen to serve during the convention:

John Gage, Esq., of Lake County, President.

Vice Presidents—Uriah Mills, Esq., of Marion co.; H. C. Johns, Esq., of Piatt county.

Secretaries—W. F. M. Army, of McLean co.; C. W. Webster, Esq., of Marion.

After which the following resolutions were adopted:

Resolved, That the members of the Senate and House of Representatives be, and most respectfully are, invited to attend the meeting of this convention, to be held this evening in the Hall of the House of Representatives, to hear the address of Prof. Adams, of Illinois College.

Resolved, That this convention respectfully ask the General Assembly to investigate the condition of the University, Seminary and School Funds of this State, whether they are appropriated according to the intention of Congress in creating them; and investigate the causes and times of sales, and the names of purchasers, as well as prices paid for the Seminary Lands of this State and to take into consideration the expediency of withholding the remaining portion from sale.

Resolved, That the Secretary of this meeting, transmit a copy of the above to each of the Houses of the General Assembly now in session.

Resolved, That a committee of three be appointed, to prepare and report the general heads for a plan for the establishment of a State University. The committee consists of Messrs. R. C. Rutherford, Uriah Mills, and William Strawn.

Resolved, That the Directors of the Illinois State Industrial League be requested to furnish to the officers of County Leagues the petition found in the printed report of the League for circulation, praying Congress for a donation of lands to carry out the plan of an Industrial University, and that each officer of the County Leagues forward the same to their members of Congress for the action of that body.

Resolved, That a committee of three be appointed to confer with the Educational committees of the Legislature, and with the committee of the Teachers' Institute, relative to the common school laws of this State.

Bronson Murray, Esq., W. F. M. Army, V. D. M., and Dr. R. C. Rutherford, were appointed that committee.

Resolved, That the same committee be appointed to petition Congress in the name of this convention for 500,000 acres of land to each State in this Union for establishing an Industrial University in such State.

Resolved, That the same committee be instructed to endeavor to procure from the General Assembly the passage of a joint resolution to the same effect.

Resolved, That the same committee be also instructed to memorialize the General Assembly, asking them to inquire into the causes why the joint resolutions to the same effect, approved February 8, 1853, do not appear upon the statute books of this State as do other joint resolutions.

Resolved, That the same committee wait upon or address the Governor, to ascertain what has been done in furtherance of the object of the said joint resolution.

On motion the convention adjourned to meet at half past 6 o'clock.

TUESDAY EVENING SESSION.—Convention met according to adjournment, and when called to order was addressed by Prof. Turner; after which Prof Adams, of Illinois College, addressed the Convention upon the subject of "the true Philosophy of general and universal education." He began by propounding the questions, "who is the educated man? and how is he educated?" The subject, he said, is a practical one. He developed the correct answers to these questions in an able and conclusive manner, showing that it is not the study of language on the one hand, nor of science on the other, nor of any definite combination of the two, but a system of culture designed to bring out in its full development the inborn genius of manhood planted in the soul by the creative hand."

After the address the following report of committee was read:

Your committee appointed to report to the convention the outlines of a plan for a State University, are of the opinion, that when such a University is established, the first departments instituted in it should be,

First.—A normal school department.

Second.—A department of practical and scientific agriculture.

Third.—A department for practical and scientific mechanics.

Fourth.—A commercial department.

The normal school should be designed to qualify teachers to instruct in all matters pertaining to the predominant interests,

the peculiar wants and circumstances of the people of this State.

It is also the opinion of your committee that for the efficiency of the agricultural department, lands should be provided for the purposes of agricultural experiments, and for a model farm.

The land set apart for experimental purposes—the experimental farm, is not expected to pay its expenses, but as all ordinary educational appliances are costly, a field in which all kinds of agricultural experiments are to be tried and systematically reported for the benefit of the entire farming class, and to contribute to our agricultural literature. The model field should be conducted on the best principles of agricultural science, as developed by trial on the experimental portion and otherwise. This field may be expected to more than pay its expenses. For the experimental farm, sufficient appropriations in implements, materials and apparatus to promote the objects aimed at, should be made. The model field should be supplied only with the necessary means for conducting it in the most truly economical manner, commencing it on a limited scale and extending it as experience will justify.

The mechanical department should be furnished with all needful apparatus and contrivances for the complete practical elucidation of the various sciences, pertaining to the pursuits of the mechanical classes. There should be constructed a building for a depository of all kinds of tools, implements, machines and models, for purposes of experiment; and such as are presented to the Institution by inventors, patentees, or donors; thus constituting a depository for the benefit of students and all such as wish to visit the Institution for any useful purpose connected therewith.

To those already named other departments in science and literature should be added as further means shall justify. For reasons already assigned, your committee recommend the adoption by the convention, of the following resolutions:

Resolved, That it is the opinion of this convention that the time has now arrived for the establishment of the University of this State, and that the following should be the first departments:

The normal school department.

A department of practical and scientific agriculture.

A department of practical and scientific mechanics.

A commercial department. Leaving the Institution open to the introduction of other departments.

Resolved, That a committee of three be appointed by the convention to confer with the committees of the legislature upon that subject.

After the reading of the report Dr. Rutherford addressed the convention upon the importance and necessity of educating the whole man, and also called attention to the misrepresentations of three editors of our State, and corrected the same; in so doing he read the following extract from page 24 of the published reports of the Industrial League:

“Instruction should be constantly given in the anatomy and physiology, the nature, instincts and habits of animals, insects, trees and plants; their laws of propagation, primogeniture, growth and decay, disease and health, life and death; on the nature, composition, adaptation, and regeneration of soils; on the nature, strength, durability, preservation, perfection, composition, cost, use, and manufacture of all materials of art and trade; on political, financial, domestic and manual economy, (or the saving of labor of the hand,) in all industrial processes; on the true principles of national, constitutional and civil law; and the true theory and art of governing and controlling, or directing the labor of men in the State, the family, shop and farm; on the laws of vicinage, or the laws of courtesy and comity between neighbors, as such, and on the principles of health and disease in the human subject, so far at least as is needful for household safety; on the laws of trade and commerce, ethical, conventional and practical; on book-keeping and accounts; and in short in all those studies and sciences, of whatever sort, which tend to throw light upon any art or employment, which any student may desire to master, or upon any duty he may be called upon to perform; or which may tend to secure his moral, civil, social, and industrial perfection, as a man.”

After remarks by Prof. Turner, Bronson Murray, Esq., and others, the further consideration of the report was deferred, and the convention adjourned to meet at the Court House this morning at 9 o'clock.

WEDNESDAY MORNING SESSION.—Convention met; after reading the proceedings of the previous meetings, which were approved, report of committee on the plan of a University, was taken up for further consideration, and adopted.

The committee mentioned in the last resolution was then appointed, and consists of Bronson Murray, Prof. J. B. Turner, and Uriel Mills.

Prof. Daniels, of Wisconsin, was then invited to address the convention. He appeared and gave evidence of great experience in educational matters, and in a forcible manner set forth the material, moral, and social necessity of developing and carrying

out such a system of education as is advocated by the league.— He adduced many facts relating to educational institutions in our own country in support of his positions. He was followed by Prof. Turner and Mr. Army. The latter contrasted the unsuccessful schools referred to by Prof. Daniels, with the most successful now in operation, and showed that the difference in results was owing to their difference in respect to the feature of practical adaptation to the wants of the times and the people.

The following resolution was then offered and adopted:

Resolved, That the thanks of this convention be tendered to Dr. Adams for his learned and practical address last evening, and to Prof. Daniels, of Wisconsin, for his address this morning.

After which the following resolution was adopted:

Resolved, That a committee of six be appointed by the Chair, to draft a bill for the establishment of a University, and to urge the adoption of the same by the Legislature. The said committee to be incorporated as part of the trustees, or regents, should such a board be established.

The following gentlemen were appointed by the Chair to compose that committee:

INDUSTRIAL LEAGUE.

J. B. Turner,
B. Murray,
W. A. Pennill.

AGRICULTURAL SOCIETY.

H. Johns,
J. A. Kennicott,
Uriel Mills.

In accordance with the resolution, a memorial was presented to the Legislature last winter, and a Bill submitted to establish an Industrial University, which, in the Senate, was referred to a committee of three, who reported as follows:

REPORT,

Of the Senate Committee of the Illinois Legislature on the Industrial University Bill.

The special committee of the Senate of the State of Illinois, to whom was referred the Bill to incorporate the Illinois University would respectfully report.

In education, as in all other subjects, there are certain truths that are self evident—or at least so nearly so, that they are admitted as axioms by all men at all acquainted with the subject. One of these self evident propositions is that the *teacher must exist before the scholar can be taught*, and that therefore the teacher is not only the foundation, but the only motive power,

the life and light of the whole system. Whoever therefore would begin at the foundation of any system of public instruction must begin by providing the means for furnishing the requisite supply of competent teachers, and without these it is equally self-evident that any system of common school instruction, however wise in its laws and details, however ample in its expenditures, prolonged in its sessions, or free and accessible to both rich and poor, will prove only an onerous and useless tax on the one, and a waste of time, if not a positive nuisance to the other. This great fact has been admitted and acted upon not only by all practical educators, and conventions of teachers, but by the legislation of every free state, and in every act of Congress, providing for the means of education in the several states.

The University and higher schools of Europe and of the older states of this continent were founded long before any attempt was made at a thorough system of common schools, and through them teachers were prepared to descend into, create and instruct all departments below. If any state ever can secure a good system of common schools, for the people, by any other process, it is quite certain no one ever yet has done it, nor is it easy to see or imagine how it can be done. In accordance with this view and in distinct recognition of this great fundamental truth or fact, Congress granted to each of the new states of the west three separate and distinct funds.

1st. A University Fund.

2d. A Seminary Fund.

3d. A Common School Fund.

The first to supply the second, and the second for the last, well knowing that the experience of the civilized world has as fully demonstrated the mutual necessity of those three departments of education as it has of the three departments of civil government in a free state.

It is believed that no state but our own has ever attempted to reverse this decision of law, and this necessity of experience, and it would seem from the report of the "Superintendent of Public Instruction," as well as from all other sources of information, that our success so far in this enterprise is, to say the least, not very flattering. For while the state is still utterly destitute of a competent supply of even tolerable common school teachers, it would seem to be utterly impracticable for the people to agree either upon any plan of supplying the defect or of creating any system of laws which are likely to make the want more endurable or the system more efficient than it is. To supply this radical

defect in our whole system, and this great want of our whole people, we understand to be the first aim of the Illinois University, and of the Committee appointed by the Educational Convention whose names appear by their appointment in the Bill for a charter now before your committee.

We understand also that every convention of practical teachers held in the state, for several years past, however divided on other questions, have given it as their unanimous opinions that the first indispensable step toward the regeneration of our common school system was the institution of a normal school or seminary, in some way, for the supply of a greater number of more competent teachers, and that without this nothing effectual could be done for our common school system.

The second object proposed is, to supply a want equally obvious, though perhaps not equally pressing and urgent; the diffusion of practical knowledge among our industrial classes, by the endowment of departments for the use of their professions, and on the same principles as departments are endowed for other professions in our own state. It is believed by many intelligent men, that by the proper diffusion, through such men, of knowledge already existing, we might add a saving of from one fourth to one half to the profits of the labor now employed in these pursuits. While we might save an equal amount in the material wasted or misused in all the mechanic arts, and especially in the architecture of houses, bridges, and other structures where this present waste of material is rapidly exhausting one of our most scarce and valuable natural resources, the timber of our forests. They believe that the minds of at least a large portion of the youth of our state may be developed and disciplined as well and as fully while turned toward these important and practical subjects pertaining to agriculture, mechanics, civil engineering, architecture, &c., as when directed to other pursuits, and without interfering with any other interest or institution whatever, except to give additional patronage, success, and power to all alike; and experience proves that no other system of education, proposed to our citizens, has ever been equally efficient in arousing the attention of those great classes, and concentrating their minds and efforts, with interest and with power, around the entire educational interests of the state, which is another great necessity to any efficient system of free schools, in a free state.

The general plan of this institution so far as its theory of instruction is concerned, is based upon the same principles as were commended and adopted by President Wayland, of Brown Uni-

versity, President Hitchcock, of Amherst College, Prof. Henry, of the Smithsonian Institute, and many other distinguished scholars; and have since been incorporated into several colleges in New York and other states, and laid at the foundation of the Farmer's College in Ohio, one of the largest institutions west of the mountains, and more recently adopted by the Universities of Missouri and Michigan. Says President Tappan, who presides over the latter University, in a recent letter to one of the proposed Board: "The question is a good deal discussed in our state, whether a distinct Agricultural School shall be established or whether it shall be connected with the University; my hope is that you will proceed to establish a University; whether you proceed to the one or the other, I conceive that a model farm is of the greatest importance. I am very anxious to have one established in connection with the University of Michigan. The great point is to make the people see this simple fact—the University as truly a popular institution as Common Schools. We ought to begin with the highest institution—neither knowledge nor water run up hill."

Doctor Cutter, author of the books bearing his name, which are recommended by the State Superintendent, in a similar letter, says, in reference to this institution, date Jan. 8th last: "I endorse the principles fully; yes more, I will add my mite to the efforts for the practical endowment of the same, east, west, north, or south. I feel that success in this matter is only a question of time. Let there be a new institution created, so that there be no conservative impediments to its free and full operation. I beg, make a model new institution, in Central Illinois. Ask no less than this—accept no less than this."

The Bill proposing these advantages is guarded in its provisions and moderate in its demands.

1st. It guards the institution from that political and partizan control which have proved the destruction of so many state Institutions.

2d. In rejecting this principle of almost universal failure, it adopts the principle which has in all states proved as almost uniformly successful and efficient, viz: the alliance of state patronage and control, with private enterprise and skill.

3d. The control given to the State, is in the broadest sense republican and democratic—that is, it vests wholly with the people, who have equal power to check or direct its action.

1st. Through the Trustees they elect.

2d. By refusing to subscribe to its funds, and thus stopping at once all further drafts upon the public funds.

3d. By civil process in the courts of law open to any citizen.

The demands of the Bill, so far as the state is concerned, is simply that the College and Seminary Fund of the state shall be restored to the original and lawful use, to which the wisdom of Congress, the donors, assigned it, and to which the teachers and more advanced pupils of the state, as the *cestui que* trust have an equitable right to demand its application, leaving the common school and all other funds to remain as they are; as an inducement to such a restoration, they propose to raise by private subscription equal amounts of ten thousand dollars each, before each instalment of ten thousand dollars is paid over by the state, thus preventing the probability, if not the possibility, of any needless waste or extravagance in the use of the funds of the state.

From the brief consideration which your committee have been able to give this subject, they feel that it is well worthy of the most grave and serious attention of the Legislature and of the people both in its relations to the future well being of our common and other schools, and all the educational, industrial, and vital interests of our state. Were it at an earlier stage of the session, your committee would unhesitatingly recommend the adoption of this Bill, in all its essential features; but the absolute want of the time which would be necessary to discuss, and perfect so important a measure, constrains us to recommend that this bill and report be printed for the use of the Senate, and distributed among the people; and that the bill itself should be postponed to another session.

GEORGE GAGE,
JOHN D. ARNOLD,
JOSEPH MORTON,
Committee.

Thus we have given a history of the educational movements in our State, so far as we have the data. While we have done but little at home, we have the assurance that the action at the conventions held has called the attention of other States, and resulted in the establishment of Industrial and Normal Schools in other States. In consequence of the action of our Legislature, the Legislatures of other States have acted, and we trust the result will be an appropriation by Congress for the aid of education, and thus place the educational systems of the various States upon a firm basis; and all that is necessary to accomplish this now is union and concert of action on the part of the friends of education throughout our State and Nation.

PROCEEDINGS OF THE McLEAN COUNTY TEACHERS' CONVENTION.

Pursuant to a call, the Convention met in Bloomington, Dec. 14, 1855, and was called to order by appointing Prof. D. Wilkins chairman, and E. S. McClellan secretary.

The following officers were elected: for President, Prof. D. Wilkins; for Vice Presidents, C. W. Sears, G. C. Whitelock; recording secretary, E. S. McClellan; corresponding secretaries, W. F. M. Army, C. P. Merriman; treasurer, A. R. Northrup; executive committee, Prof. C. W. Sears, Prof. D. Wilkins, G. C. Whitelock; committee on exercises, Prof. McNutt, W. F. M. Army, C. P. Merriman; committee on government, G. C. Whitelock, J. H. Wilson, A. W. Smith.

RESOLUTIONS ADOPTED.

1st. That the committee on exercises and the executive committee be constituted a joint committee to petition our county court for aid in holding a session of ten weeks, of a county Normal school, in McLean county, under the direction of this Institute, for the better qualification of the teachers of this county.

2d. That the joint committee be, and are hereby requested, to confer with the President and trustees of the Wesleyan University, and if practicable to make arrangements with that institution for a Normal school, for the instruction of teachers.

Which, after discussion, were adopted.

3d. That the principle of *faith* and *confidence* is the proper means to be employed in the government of a school, and that the principle of fear should never be resorted to until every other means have failed.

4th. That the school directors of our district schools be requested to allow the teachers in their employment to attend the meetings of this Institute, without reduction from their pay for the loss of time, while devoting themselves for the purpose of securing better qualifications for governing their schools, and to impart instruction to the pupils under their charge.

5th. That the study of music and physiology should be introduced into our common schools.

6th. That the thanks of this convention be tendered to Prof. W. B. Bunnell for the valuable suggestions presented to us during our sessions, and that he be elected an honorary member of this Institute. Moved that the proceedings be published in all the county papers, and the Illinois Teacher. Adopted. Convention adjourned *sine die*.

D. WILKINS, CHAIRMAN.

E. S. McLELLAN, Sect'y.

THE

ILLINOIS TEACHER.

Vol. 1, No. 12.] D. C. Ferguson, Editor of this Number. [January, 1856.

PROCEEDINGS OF THE STATE TEACHERS' INSTITUTE, *at the Second Annual Meeting.*

The Institute met in the Hall of the House of Representatives, at Springfield, December 26th, 1855, at 9 o'clock A. M. The Institute being called to order by the President, the Recording Secretary and Treasurer being absent. J. C. Pickard, of Morgan county was chosen Secretary and Treasurer *Pro. Tem.*

An opportunity was offered to the persons present to become members; after which, on motion, the Address of Hon. N. W. Edwards was postponed. The Institute then adjourned to 2 o'clock, P. M.

AFTERNOON.—The Institute met at 2 o'clock, and W. F. M. Army, Chairman of the Committee on Exercises, reported the programme of the exercises, which was received and adopted.

After which, D. Wilkins, Jr., Recording Secretary, read the Constitution of the Institute, and the persons present paid the annual fee, and became members of the Institute.

The committee on exercises reported the act of incorporation passed at the last session of the Legislature, which was received and approved.

A resolution to amend the 12th article of the Constitution was offered; which, after discussion, was referred to the executive committee.

The hour having arrived for the Address of the State Superintendent of Public Instruction, he was introduced and spoke at length in regard to the common school law, and a Normal School.

Two members of the executive committee being absent, the vacancies were filled by the appointment of Prof. Bateman, of Morgan county, and B. M. Munn, of Galena.

The committee on exercises reported the following business for the evening session.

1st. An address by Mr. C. Walker, of Boston, on reading, at 7 o'clock.

2d. An address by President Powell, at 8 o'clock.

The first was adopted; and, on motion, the address of the President was postponed, and Prof. Turner was appointed to address the Institute upon the question:—"What shall be the character of a Normal School?" Adjourned till half past six o'clock, P. M.

EVENING SESSION.—The Institute met, but on account of some derangement at the Gas Works the Hall was not lighted; consequently the Institute adjourned to 9 o'clock next morning.

THURSDAY MORNING.—Nine o'clock; on motion the rules were suspended, and W. F. M. Army, Financial Editor of the "Illinois Teacher," was called upon for his report, which he read; after which, on motion, the report was referred to the executive committee.

A motion, "That the Institute proceed to elect an Editor for the "Illinois Teacher," who shall be financially responsible for that paper, and shall also have its literary control, assisted by twelve corresponding editors, was also referred to the executive committee.

On motion, Mr. G. M. Dewey, Delegate from the Wisconsin State Teachers' Institute, was made an honorary member of this Institute.

On motion, Prof. Turner delivered an address upon the subject of a Normal School.

The time allotted to Prof. Turner having expired, on motion, he was permitted to continue his address.

After which, on motion, Mr. Edwards, State Superintendent, was invited to address the Institute, explanatory of his plan of a *Normal School*.

Mr. Edwards was followed by Mr. Leach, of Carlinville; after which, the following resolution was adopted:

"That the Institute does not wish to discuss any University question; but to occupy themselves with the interests of common schools, and Normal Schools."

The committee on exercises then reported the programme of exercises for the afternoon session, which was adopted; after which, the Institute adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.—The report of the committee on school government was postponed, and the executive committee reported several amendments to the Constitution, which were adopted after discussion.

The Constitution as amended is as follows :

CONSTITUTION.

ARTICLE 1. This association shall be called THE ILLINOIS TEACHERS' ASSOCIATION.

ARTICLE 2. This association shall hold its meetings annually.

ARTICLE 3. The officers of this association shall consist of a President, nine Vice Presidents, one from each Congressional District in the State; a Recording Secretary, a Corresponding Secretary, an Editor, a Treasurer, an Executive Committee, a Committee on School Government, a Committee on Books and Library; all of whom shall be appointed annually, and hold their offices until their successors are elected.

ARTICLE 4. It shall be the duty of the President to preside at the regular meetings of the Institute, and to attend to all other duties incumbent upon such office; and some one of the Vice Presidents shall preside in case of his absence. The President and the nine Vice Presidents shall constitute A STATE BOARD OF EDUCATION; six of whom shall be a quorum to transact business. It shall be the duty of this Board of Education to advise with the State Superintendent of Public Instruction, with the Corresponding Secretary of the Association, with the Treasurer, and Editor of the Periodical of the Association, and to take a general supervision of the cause of education in their various districts by advising with the County Commissioners, Township Trustees, and District School Directors.

ARTICLE 5. It shall be the duty of the Recording Secretary to keep a correct account of the proceedings of the association.

ARTICLE 6. It shall be the duty of the Corresponding Secretary of the association to co-operate, as far as practicable, with the State Superintendent of public instruction, to collect statistics on all matters of interest respecting the cause of education in this State; to hold educational meetings to promote the formation of county institutes auxiliary to this association, and to communicate all matters of importance from time to time to the "State Board of Education;" and to act as agent and corresponding editor of the periodical of the association; for which services, if he devotes his whole attention to it, he shall receive a

salary of \$1200 per annum, and his necessary railroad expenses. Before the close of each session, the Recording Secretary shall endeavor to procure guaranty from members that the salary for the ensuing year shall be paid. Any donations by county institutes or individuals, for his services, is to be credited upon his salary.

ARTICLE 7. It shall be the duty of the Treasurer to collect the subscriptions for the salary of the Corresponding Secretary, and to pay over the same as collected; to receive membership fees, and all other funds accruing by donation or otherwise, and disburse the same upon the order of "the Board of Education," and he shall be required to make an annual report to the association of the condition of the finances.

ARTICLE 8. It shall be the duty of the executive committee to recommend any revision of this Constitution, report to the association, annually, any revision they deem expedient in the School Law, and attend to the general interests of the association, including the order of the exercises for each session of the association.

ARTICLE 9. It shall be the duty of the committee on books and library to examine and recommend to the association such books, in the various departments of science and literature, as they may deem expedient for introduction into the common schools, and such a method for introducing school libraries as they may think best.

ARTICLE 10. It shall be the duty of the committee on school government to report annually to the association the best manner of governing schools.

ARTICLE 11. This association shall consist of teachers, State, county, township, and district school officers in the State of Illinois, each male member paying one dollar annually, and signing this Constitution. Ladies engaged in teaching may become members by signing the Constitution. Honorary members may be elected at any annual meeting, and may participate in the debates, but not be entitled to a vote.

ARTICLE 12. All officers shall be elected by ballot—a majority of votes electing.

ARTICLE 13. The State Board of Education shall have power to fill any vacancies that may occur in the offices of the Association, by death, resignation, or otherwise, between the annual sessions of the Association.

ARTICLE 14. This Constitution may be altered and amended by a vote of two-thirds of the members present at any regular meeting of the Association.

After the adoption of the amended Constitution, it was resolved that a committee be appointed to petition the next Legislature to change the name of this organization from *Illinois State Teachers' Institute* to *Illinois Teachers' Association*, and to solicit aid for the *Illinois Teacher*.

The report of the Financial Editor, which was referred to the executive committee, was reported back to the Institute, received and adopted.

It was resolved that W. F. M. Army, Financial Editor, present and collect the bills for the subscriptions &c., due the *Illinois Teacher*.

Resolved, That we recommend that the members take the present volume of the *Teacher*, as far as they are willing to do so, and that the residue be paid for out of any surplus funds in the hands of the Treasurer of the Association.

The following gentlemen were introduced by the chairman of the committee on exercises, and elected honorary members of the Association: C. Walker, of Boston, Mass., H. K. Jones, M. D., and R. Turner, of Jacksonville, B. G. Roots, of Tamaroa, Isaac Reed, of Decatur, J. B. Talman, of Rhode Island, Dr. C. C. Hoagland, of Henry, Rev. J. V. Dodge and R. V. Dodge, of Springfield, and Z. Eastman of Chicago.

Mr. Bateman, of the committee on school government, made a report, which, on motion, was received, and the following resolutions adopted:

Resolved, That the thanks of this Association be tendered to Mr. Bateman for his valuable report.

Resolved, That the editor of the *Illinois Teacher* be requested to publish in that periodical, at an early day, the elegant and valuable report of the committee on school government, just read by Mr. Bateman, and from which the Association have received so much profit, and that the executive committee publish extra copies, in pamphlet form, to be paid for out of the treasury, and to be distributed by the Corresponding Secretary.

In accordance with a motion that the President appoint a committee of five to nominate officers, and to recommend the place for holding the next session, Messrs. Hodges, Wright, Murray, Leach and Spooner were appointed.

The committee on exercises reported the programme for the evening session, which was received and adopted.

Association adjourned to 7 o'clock.

EVENING SESSION.—Met at 7 o'clock. The order of exercises was postponed and the following resolution adopted:

Resolved, That the members of this Association request the State Superintendent of Public Instruction to incorporate in his amendments to the school law, to be proposed to the Legislature the following section :

That the teachers of the State be expected to attend their County Institutes, and State Teachers association and receive pay during their sessions the same as though they were engaged in their respective schools; that an appropriation of \$50 be made by the Legislature for defraying the expenses of each County Institute.

Prof. Bateman was then introduced and delivered an instructive and interesting address upon the subject of "popular fallacies in teaching."

The committee to nominate officers then reported the following individuals as officers for the ensuing year.

PRESIDENT,

C. E. Hovey, of Peoria.

VICE PRESIDENTS,

B. M. Munn,	1st Congressional District,		
S. Wright,	2d	"	"
W. F. M. Arny,	3d	"	"
R. H. Allen,	4th	"	"
J. S. Burt,	5th	"	"
J. F. Brooks,	6th	"	"
C. W. Bowen,	7th	"	"
E. A. Spooner,	8th	"	"
B. G. Roots,	9th	"	"

Recording Secretary—J. C. Pickard, Jacksonville.

Treasurer—S. Wright, Lee Centre.

Cor. Secretary—N. Bateman, Jacksonville.

Editor—C. E. Hovey, Peoria.

The report was received and a motion was made to amend the report on nominations by striking out the name of Mr. Arny, and substituting that of Mr. Hodges, which resolution was laid upon the table, and the report as made by the committee was adopted, and the officers as nominated were elected. Chicago was then selected as the place at which to hold the next session of the Teachers' Association.

Voted, that when the Association adjourns it adjourn to meet at 9 o'clock A. M., of Tuesday December 26th, 1856.

The committee on exercises reported the programme for Friday morning, which was received and adopted, after which the Association adjourned to 9 o'clock to-morrow morning.

FRIDAY.—The Association met at 9 o'clock A. M.

The minutes of the preceeding sessions of the Association were called for, read, and with one or two verbal corrections, adopted.

The Association then proceeded to the consideration of the report of the committee on school government, which elicited an interesting and warm discussion. The time allotted to this discussion having expired, by motion, it was extended 15 minutes. President Sturtevant was then introduced, and delivered an address upon "the utility of the study of the classics." An animated discussion upon the same subject followed, in which Prof. Turner, Hon. N. W. Edwards and others participated.

On motion of Mr. Arny, the rules were suspended, for the purpose of discussing the powers granted to district school directors in the present school law; and in answer to some inquiries propounded to Mr. Edwards, he stated his intention to recommend to the Legislature to grant to the citizens of the district the power of voting a tax for building school houses, and establishing school libraries, instead of as now giving that power to the school directors.

On motion, the rules were again suspended to introduce the following resolution.

Resolved, That the executive committee be instructed to report an amendment to the constitution providing for the filling of any vacancies in the officers of the association which may occur.

The resolution was carried, and the committee reported an amendment accordingly, which was unanimously adopted.

The committee on exercises introduced the following gentlemen who were elected honorary members of the association:

C. P. Merriman, Esq., School Commissioner of McLean Co., W. M. Brown, President Eureka College, G. B. Dennison, Delegate from Iowa, Rev. Mr. Crane, Springfield, President Akers, McKendree College, Rev. Calvin Greenleaf, A. J. Kane, Berea College, S. W. Harkey and Mr. Parks, of Springfield, and Dr. Judd, School Commissioner of Macoupin County.

The committee on exercises reported the following resolution, which was unanimously adopted.

Resolved, That the Treasurer elect be requested to procure a report from the Hon. O. Peters, late treasurer, (to whom we are indebted for various valuable services,) who has been prevented by sickness from attending and making his report, and that said report be submitted to the State Board of Education, at their first meeting after its reception.

On motion, it was resolved that a committee of five be appointed to investigate whether the action of this association has been properly reported in this morning's papers.

Messrs. Murray, Leach, Sturtevant, Allen, and W. Foster were appointed the committee.

Prof. Sears offered the following resolutions, which were unanimously adopted.

Resolved, That the thanks of this association be tendered to Prof. Bateman and President Sturtevant, for their very able and interesting addresses.

Resolved, That the State Board of Education be requested to take into consideration the propriety of publishing in volume form the proceedings of this association and former educational associations, giving a brief history of the origin of this enterprise, incorporating all the addresses and reports they may deem worthy of publication.

The committee reported the exercises for the afternoon, which were adopted, and the association adjourned to 2 o'clock, P. M.

AFTERNOON.—The association met at 2 o'clock. The Committee on Books requested fifteen minutes before making their report, which was granted. The following resolutions were then introduced and adopted by the association.

Resolved, That it is the sense of this association that our State Superintendent, N. W. Edwards, has honorably performed the duties of his office, and is deserving, and shall receive the hearty support and cooperation of the members of this association.

Resolved, That the courtesy and deference he has uniformly shown the teachers, and his desire to receive suggestions from them, entitle him to our personal thanks, and we hereby tender them to him.

Resolved, That the committee to memorialize the Legislature in regard to the amendments of the Constitution of the Institute be the following:—Messrs. A. W. Estabrook, J. F. Brooks, and D. Wilkins.

Resolved, That twelve corresponding Editors be elected by this Institute to aid our local editor in preparing matter for the monthly issues of the Illinois Teacher. In accordance with this resolution, the following gentlemen were then elected, viz:—Messrs. Spooner, Richview; S. Wright, Lee Centre; Charles Dupee, Chicago; B. M. Munn, Galena; D. Wilkins, Bloomington; J. L. Hodges, Joliet; T. W. Bruce, Chicago; A. W. Estabrook, Springfield; F. Sanford, Plainfield; W. Foster, Dixon; A. B. Church, Princeton; and John Phinney, Union Grove.

Resolved, That the editor of the Illinois Teacher be requested to correspond with Dr. Barnes Sears, President Brown Univers-

ity, Hon. Horace Mann, President Antioch College, and other distinguished educators and teachers, asking of them communications for publication in the teacher.

The committee on Books and Library read their report, which was received and laid on the table.

On motion, the rules were suspended for the purpose of receiving the reports of committees.

The committee appointed to investigate whether the action of this association has been properly conveyed by this morning's papers, reported the following resolution, viz:—

Resolved, That the report of the proceedings of the Institute, as published in the Illinois Journal, of December 27th, is, in part, incorrect; that the word "the," before the word "University," in the resolution, is improperly substituted for the word "any;" thus conveying the incorrect impression that the question of a University has been discussed upon this floor.

The previous question was moved, and the resolution adopted.

On motion, it was resolved, that when the Institute adjourn, this evening, it adjourn to the time appointed for the next annual meeting.

The Committee reported the programme of exercises, for the evening session, which was received and adopted. The committee on exercises also reported several resolutions, which were laid over to the hour for miscellaneous business.

Prof. Wright presented the following resolution, which was adopted.

Resolved; That the thanks of this Institute be tendered to Prof. Wilkins and W. F. M. Arny, Local Editors of the Illinois Teacher, for their untiring exertions for the establishment and support of the present volume of that periodical.

The following resolutions were also adopted.

Resolved, That from the explanation of the Reporter of the Illinois Journal, this Association is satisfied that the errors in that Journal of this day are typographical, and not intended.

Resolved, That a committee of three be appointed to aid the Recording Secretary to secure pledges for the guaranty of the salary of the Corresponding Secretary.

Messrs. Wright, Murray, and Blenkiron were appointed the Committee.

Adjourned to 7 o'clock.

FRIDAY EVENING.—The President introduced Mr. C. E. Hovey, the President elect, who, after a few appropriate remarks, took his seat.

Mr. W. H. Powell, late President of the association, then delivered an interesting address, which was listened to with great attention.

After which, the following resolution was offered:

Resolved, That the President of this Institute appoint a committee of five persons, to report the name of a man to be recommended as a candidate for the office of State Superintendent of Public Instruction, to be supported at the next election of State officers, said report to be made before we adjourn this evening.

After discussion, the following substitute was offered and *adopted*.

Resolved, That this Institute now proceed to nominate, and elect, by ballot, two persons as their first and second choice, and recommend them to the consideration of the people.

After which, W. H. Powell, Newton Bateman, Hon. N. W. Edwards, Prof. Turner, and several others were nominated. Mr. Edwards and Prof. Turner both declined, as they did not wish to be candidates.

The first ballot resulted as follows:—W. H. Powell, 24, N. Bateman, 17, Dr. Cutcheon, 4, S. Wright, 2, Prest. Blanchard, 3, J. T. Brooks, 4.

After the first ballot, a motion was made that Mr. Powell be unanimously elected by acclamation, which was lost by a few dissenting voices.

Upon the second Ballot, all candidates but the two highest being dropped, it resulted as follows; for Prof. Newton Bateman, 34; for W. H. Powell, Esq., 26.

After which the resolutions submitted by the committee on exercises were taken up and adopted as follows:

Resolved, That the thanks of this Institute be and are hereby tendered to the Superintendents and officers of the C. A. & St. Louis, Illinois Central, Great Western, C. B. & Quincy, and R. I. Railroads, for their accustomed liberality in granting to the members of this association the privilege of passing over their roads at reduced fare.

Resolved, That the thanks of this association be and is hereby tendered to the gentlemen who have favored us with addresses by invitation of the committee of exercises, and we also thank those members of the standing committees who have presented reports to this Institute.

Resolved, That all the speeches and reports which have been delivered during this session be referred to the STATE BOARD OF EDUCATION for their disposition in accordance with the resolution adopted this morning.

Resolved, That the Treasurer be and is hereby instructed to defray the expenses incurred during this session.

Resolved, That the thanks of this association be tendered to our President for the able manner he has presided over our deliberations, and to the Secretaries for their prompt and indefatigable labors.

Resolved, That the members of this association would most respectfully tender their warmest thanks and grateful acknowledgements to the citizens of Springfield for the kindness and hospitality which we have received from them.

Resolved, That we hereby tender to the Hon. A. Starne, Secretary of State, and the Hon. John Moore, State Treasurer, our thanks for their courtesy in granting to this association the use of this Hall for our meetings, and for their kindness in having it prepared for our sessions.

On motion, the association adjourned.

D. WILKINS, Sec'y,

J. C. PICKARD, As't Sec'y.

We give below a copy of the GENUINE Bill presented to the Legislature at its last session, and upon which a special committee of the Senate reported; which report was published in the last number of the Teacher.

The Trustees in this Bill were recommended by an educational convention, and that recommendation, endorsed by the joint committee on education of the House of Delegates, and Senate.

It will be perceived that there are provisions in this Bill which require the Trustees to raise a dollar for every dollar appropriated by the State, and a provision which makes the Trustees amenable, and their acts may be called in question by any citizen before the courts of law of our State.

This Bill was prepared and submitted to the Hon. Onslow Peters of Peoria, and other able jurists of our State, and met their approbation, as well as the recommendation of the committees of education; and an extra number of Copies was ordered to be printed with the committee's report by the Senate. We publish it in order to correct the misrepresentations which have grown out of the publication of a *spurious* bill, and we hope all the friends of education will critically examine it.

A BILL

For an Act to Incorporate "the Trustees of the Illinois University."

Sec. 1. Be it enacted by the people of the State of Illinois,

represented in the General Assembly. That J. B. Turner, Bronson Murray, John A. Kennicott, Uriah Mills, H. C. Johns, and William A. Pennell, with their associates, (to be elected as hereinafter provided) and their successors, be and they hereby are created a body corporate and politic, to be styled "the Trustees of the Illinois University," and by that name and style shall have perpetual succession, and shall have power to contract with to sue and be sued, plead and be impleaded, to acquire, hold and convey property, both real and personal, to have and use a common seal, and to alter the same at pleasure, to make and establish such by-laws, and repeal or alter the same at pleasure, as they shall deem necessary for the government of the institution hereby authorized to be established, or any of its departments, officers, students, or servants, not in conflict with the constitution and laws of this State, and to have, use, and exercise all other powers usual and incident to Trustees of such institutions.

OF TRUSTEES AND OFFICERS.

SEC. 2. The six Trustees above named shall have power to fill vacancies in their own number in perpetual succession.

SEC. 3. In addition to the six trustees above named, there shall be six other trustees elected by the people, two of whom shall be elected by the electors of each judicial grand division of the State, and shall be elected at the time of the election of the Judges of the Circuit Court, sextennially; and the Board of Trustees thus constituted shall have power to fill all vacancies of those thus elected by the people, occurring by death, resignation, removal from the State, or otherwise; and the person or persons thus appointed shall hold his or their office until the next general election, and until his or their successors shall be elected and qualified. At said judicial election, polls shall be opened in the several places of voting throughout the State for the election of said Trustees, and the electors in each grand division may vote for two trustees; and the poll books shall be kept, certified and returned in the same manner as the vote and poll books for the election of Judges and the several county clerks shall make return of the elections of their several counties in the same manner they are required to do in the case of Circuit Judges, and the same to be certified by the proper officers; and the two persons having the highest number of votes of each grand division shall be declared elected.

SEC. 4. The Board of Trustees shall elect a President of the Institution, who shall also, ex officio, be President of the Board

of Trustees ; and in his absence, or in case of vacancy in his office, the next highest officer of the faculty of the institution shall be ex officio President of the Board of Trustees, and the acting President shall have the casting vote.

SEC. 5. The Board of Trustees shall appoint a Treasurer of the Corporation, who shall be the keeper of all the funds and moneys of the same, and shall give a bond to the Board in such a sum as shall be fixed by the Board or by law, conditioned for the faithful performance of his duties ; and such Treasurer shall be removable by the Board, and the Board, or the General Assembly, may require the said Treasurer to give a new bond, or furnish additional security, whenever it shall be deemed necessary ; and if any new or additional duty shall be required of the Treasurer during his continuance in office, it shall not release the securities from their liability on the bond : but any one or more of the sureties may at any time be released from any future liability by giving notice to the Board that he will no longer be and stand surety upon the said bond, and the Board shall thereupon require additional and further satisfactory surety. And in case of the neglect of the Treasurer to comply with such requirement, the Board shall proceed as soon as may be to appoint some other person Treasurer in his stead. The Treasurer shall be elected annually at such time as shall be fixed by the by-laws, and unless removed, shall hold his office for one year, and until his successor shall be elected and qualified.

SEC. 6. No Trustee shall receive any compensation for attending the meetings of the Board, except his necessary traveling expenses ; and for incompetency, neglect, or abuse of the privileges of his office, every Trustee may be questioned by any citizen of this State. The proceedings in such case to be by writ of quo warranto, or other proper proceeding before any court of competent jurisdiction ; the penalty to be the vacation of the office.

SEC. 7. No member of the Board of Trustees shall be a Professor or officer of the faculty of the Institution, nor contractor for the erection of any of the buildings of the Institution.

SEC. 8. At all stated and regularly called meetings of the Board of Trustees seven members shall constitute a quorum.

SEC. 9. The Board shall annually appoint a Secretary who shall hold the office for one year, and until his successor shall have been appointed and qualified, and it shall be his duty to keep a full and fair record of the proceedings of the Board, which shall always be open to inspection by the Board, or any member there-

of, and said record shall be evidence of the facts therein stated and contained in all events whatsoever.

LOCATION OF THE INSTITUTION.

SEC. 10. The Institution shall be located by the Board of Trustees in some central portion of the State, having reference to facilities of access, as well as to geographical position. In making the location, the Trustees shall take into the account the best interests of the State and of the Institution, and no member of the Board shall give a vote in favor of the county where he shall then reside.

OBJECT OF THE INSTITUTION.

SEC. 11. The object of the Institution shall be to impart instruction in all the departments of useful knowledge, science and art, commencing with those departments now most needed by the citizens of the State, to-wit:

1st. A teachers' seminary, or a normal school department, for the improvement and education of common school teachers.

2. An agricultural department for the benefit and instruction of farmers and the sons of farmers and all others interested in the science and art of agriculture and horticulture.

3. A mechanical department for the benefit and instruction of mechanics and the sons of mechanics, and all others interested and desirous of acquiring a knowledge of architecture and mechanical science and the mechanic arts, and the use and application of mechanical power.

To these departments others may be added from time to time as the wants of the people may require, and the funds and means of the Institution will justify, so that finally the University may become a place of resort for acquiring an accomplished and finished education in all useful and practical literature and scientific knowledge.

FUNDS.

SEC. 12. For the endowment of the University, three separate funds shall be created and applied to carry out and promote the objects of the Institution, to-wit:

1st. A donation fund to consist of moneys to be raised from private resources, through the aid and instrumentality of the six Trustees first above named, and the acceptance of this charter shall make it the duty of those six Trustees to raise or obtain at least twenty thousand dollars for this fund, and the corporation shall not be entitled to have or receive any money or funds from the State, until the said sum of twenty thousand dollars shall be

obtained and secured, either in money or negotiable paper, or other property for the benefit of the Institution.

2. A seminary or normal school fund, to consist of the present seminary fund of the State, to be devoted exclusively to the seminary or normal school department, of which twenty-five thousand dollars may be used, appropriated and expended in the erection of buildings and obtaining a suitable apparatus, library, &c., and the residue of said seminary fund shall be reserved and the interest or income thereof shall be applied to the support of professors and teachers, and to defray the expenses of the seminary or normal school department.

3d. A university fund, to consist of the college and university fund of this State, to be used for the benefit and interest of the university, on the following conditions, to-wit:

1st. So soon as the six Trustees above named, by themselves and others, shall have secured the twenty thousand dollars above named, in donations or otherwise, for the benefit and use of the Institution, the Treasurer of the State shall pay to the Treasurer of the Board twenty thousand dollars from the college or university funds of this State for the use of the agricultural and mechanical departments.

2d. When the six Trustees first above named, shall have so secured or obtained one or more additional sums to the amount of at least ten thousand dollars each, such a like sum shall be paid over by the State Treasurer out of the college or seminary fund, to the Treasurer of the Board of Trustees, and so on in sums of ten thousand dollars or more, till the Trustees shall have so obtained or secured a sum total or amount equal to the whole college or seminary fund of this State.

SEC. 13. The expenses of all agricultural and horticultural experiments made and prosecuted by the institution shall be paid out of the donation fund herein provided for, and in no case shall the funds supplied by the State be paid out for any experimental process, but only for ordinary instruction usual in educational universities, and in such courses of study and instruction as shall be fixed and adopted by the Trustees and government of the Institution.

SEC. 14. Any further appropriations of money or lands that shall be made by Congress to this State in accordance with the memorials and petitions of the Illinois League, as published by the report of said League, for the promotion of industrial education and art, shall be and hereby are appropriated and set apart to the use and trust of the corporation herein created, to

be used in promoting the general object and purposes of the University.

SEC. 15. The Board of Trustees are hereby vested with full power to appoint and assign the duties of all officers of instruction in the University, and to provide by by-laws for the appointment of all such other officers, servants and employes, as shall be deemed by the said Board of Trustees requisite for the faithful execution of the trust reposed in them by this act, and as shall more effectually accomplish and carry out the objects and purposes of the institution.

SEC. 16. This grant and all acts and appropriations herein provided for, shall cease and be void unless this act with its several provisions shall be accepted by the above named corporators within sixty days from the time of the adjournment of this General Assembly; and this act is hereby declared to be a public law, and to take effect and be in force from and after its passage.

IMPORTANCE OF GENERAL PRINCIPLES IN EDUCATION.

BY D. C. FERGUSON.

Too much importance can hardly be given by the educator to general and comprehensive views of the various fields of knowledge which are the subjects of inquiry and consideration. Often clear and distinct knowledge is not obtained, for the reason that the instruction is in the outset too minute and analytic. Definitions are entered upon before the import, nature, and uses of the subject to be studied are understood. This needs to be done with much care by the instructor's illustrating each branch of his subject with such comparisons as will present it with the greatest effect upon the mind. Hence the great importance of the instructor's himself possessing a clear understanding of his subject. The artist has in his mind just the figure which he is to sketch. First he pencils the outline, draws the more prominent features in true and just proportion, so as to reveal at a glance, the nature of his production. You see whether it is the representation of a man or of an animal, whether of an animal or of a plant. The figure speaks to you. Your impressions are strong and distinct. It is not yet finished, but it speaks its character to you more clearly than if the painting were complete. In the

latter state, your attention would be engrossed with a greater variety of particulars which present themselves to your view.—The embellishments; the brilliant and gorgeous colorings; the delicate tints of light and shade anon attract your notice; and consequently, to a greater or less degree, draw off your mind from the close scrutiny which you would otherwise give to the main lineaments of the picture. The same may be said also of a landscape, or any view which presents itself to the eye, embracing a variety of objects. The more complicated and varied it is, the less is the impression which each single object makes upon the mind. Who has not experienced the confusion of ideas produced by looking upon a small map where the objects and their names were mingled together in one medley of adhesion so close as to leave no place for the view of the landscape itself upon which all the variety of towns, villages, rivers, mountains, and lakes depends. Take an outline map upon a large scale, upon which are described the boundaries, the chief natural and artificial peculiarities of the country, and the lineaments of the different objects fasten upon the mind in traces that are not easily effaced. From these illustrations it may be inferred that the best method of presenting a science to a student is, to treat largely in the first place of general principles before minute details are entered upon.

This is the natural process of obtaining knowledge. By this means the object, the fact, the tangible obvious obtaining of the knowledge precedes the definition, which is nothing more than a rule or formula to perpetuate the knowledge you have already obtained. It gives you no idea. It introduces you to no truth. It only records for your own and others benefit the knowledge already obtained. The definition that “addition is putting together several small numbers to make one large,” or “uniting several like quantities to find their result.” That “a continent is a vast extent of land not separated by water.” That “Hydrostatics is that department of natural philosophy which treats of the properties and pressure of fluids.” That “astronomy is that science which treats of the motions, magnitudes, and distances of the heavenly bodies,” are but the records of that process which the mind experiences, the study of these sciences. It may be laid down, then, as a safe method for the teacher to practice, particularly through the first course in any particular science to adhere to general principles; definitions which embrace all similar topics. Division upon as extensive a scale as may be without uniting topics which are in themselves dissimilar. Thus the mind

of the learner has fewer objects to contemplate, and these are such as to embody a class of truths at once. You produce the cause, you discover the effect. You exhibit the antecedent, you realize the consequent. The intermediate steps, the more minute analysis, you must not at present enter upon.

For illustration: an instructor is walking out with his pupils, when suddenly a train of cars comes dashing on, and passes by them upon the track. The student looks on in wonder, it being the first sight of the kind he has ever seen. Inquiring what causes the swift motion of the cars, he is told that the iron rod which is attached to the wheel of the car is itself acted upon by a certain agent which is defined the power; and being attached to the wheel, communicates its motion to it, by which means the whole train is put in motion. The teacher proceeds to illustrate the general principle of cause and effect as exhibited in the various forces in nature, and which art has so wonderfully multiplied, dwelling upon the general doctrine of force as a cause, and its thousand applications and effects, all embraced under one general principle. Into the intermediate links, or the minute analysis of that complicated machinery, let him not now enter, lest he confuse instead of instructing his pupils, and perplex instead of further enlightening him.

This method of classifying and arranging in extended outline, the subjects under inquiry, trains the mind greatly to return to first principles as they are found in nature. To trace all knowledge to its original source, and to expand the range of mental vision, by increasing the magnitude of the objects under contemplation. It also enables the scholar to compare a general law in one science with a similar one in another, thus rendering his knowledge more comprehensive, and his ideas more distinct.

Types of this method of instruction, and its influence upon the mind in subsequent life, are not wanting. They meet us frequently and attract our admiration by their greatness and grasp of mind; force and richness of thought, and clearness and perspicuity of demonstration. They wield for their weapons in argument, not mere flowers of Rhetoric, or brilliancy and beauty of conception, but great and ponderous principles which are piled up, a strong and permanent bulwark around truth, or presented an impervious breastwork against error. Such men also have their opposites; erudite it may be; versed in the sciences; walking encyclopedias, who unfold "much in their way, but nothing strong."

They have committed to memory all the definitions in all the

sciences. They have made many nice analogies and critical distinctions, have meandered in the flowery fields, green lawns and fragrant meadows; but the horizon of their enjoyments, the view of their comprehension is always bounded by the present scene, and they forget the relation of the fragment of earth they now occupy to the boundless universe around. These two classes of students occupy our pulpits, our bar, are found upon the judicial bench, or fill seats in the Halls of Legislation. Each are characteristically different by nature perhaps, but greatly more by the bent which their faculties and modes of thought acquired in early life, under scholastic instruction. How often have we listened, and have had our whole nature moved; our reason convinced, our resolution fortified, our sympathies enlisted by the splendid efforts of the former, as, adhering with a clear tenacity to his chosen doctrine, his precise theme, he rolled sentence upon sentence, argument upon argument, in one grand and convincing demonstration. The other, with equal scholarship, perhaps more varied and general scientific acquirement, but volatile and discursive in his mental habitudes, is constantly wandering from the point, to grasp at every fine thought that in the enchanted mirror of his mind at that moment strikes his fancy. In thus seeking to bring to his aid ideas at variance with his topic, the unity of the performance is destroyed, the power and permanence of its impressions are lost. We heard many fine truths, we listened to some taking passages, but all was disjointed and brittle. There was nothing cumulative; there was no climax. We returned but to forget what we had heard, and wish that the next time the speaker addressed us he would converge his lens of investigation upon a far smaller space, and thereby warm and intensify us by the light and heat of his rays. But pity 'tis, 'tis true we were again doomed to disappointment. His mind had acquired the habit in early life, and must now move in its wonted range, its accustomed diversity of flight.

The following statement in regard to normal schools shows to us that our sister States feel the importance of such institutions, and, although Illinois made the first movement in regard to agricultural schools, we find that now she is behind other States in the establishment of an institution such as will meet the full wants not only of the teachers of the State, but also of our industrial classes.

NORMAL SCHOOLS.

The State Normal School at Ypsilanti, Michigan, was opened in 1852. The Board of Education was authorized by an act approved March 25, 1850, to receive the donations of the citizens of Ypsilanti and vicinity, and apply them to the erection and complete equipment of the school, and any deficit was to be paid out of the principal received on the sale of lands granted, not to exceed the sum of \$10,000. The whole amount donated by the citizens of Ypsilanti was \$13,500, and an additional expense of nearly \$6,000 was incurred for building purposes, drawn from the Normal School Fund. The edifice is a very handsome structure, and is finely located on high ground west of the city. By the close of 1852 this school had 121 students, 56 males, and 65 females. The first Teachers Institute was commenced on October 5th of that year, and was held for three weeks, during which 250 teachers were in attendance. The act establishing this school contemplates instruction in the arts of husbandry and agricultural chemistry, but its funds are not yet sufficient to accomplish these designs.

In the University of Wisconsin, at Madison, a normal professorship was established in 1850 with the provision that the pupils of the normal department should be entitled to the instructions of the University without charge. The State Superintendent in 1851, recommended the regular establishment of normal schools, similar to those in Massachusetts and New York; but we are not aware that any decided action has been taken by the Legislature.

From the last report of the State Superintendent of Public Instruction in Iowa, we learn that under the provisions of the supplemental act of February, 1851, trustees were immediately appointed for the normal schools, located respectively at Mt. Pleasant and Oskaloosa. The construction of the edifice for the latter was duly commenced July 3, 1852, with the intention that it should be completed before the close of that year. Its first session was commenced at the Court House, September 13, 1852, under the charge of Prof. G. M. Drake, and 47 pupils were admitted by the 6th of October ensuing. From the school at Mt. Pleasant no report has been received. The school at Andrew has been in operation since November 21, 1849.

"You are afraid to take a glass," said one apprentice to another. "I am afraid to break my pledge, and I hope I shall always be," was the brave reply. Give us a good deal of that sort of fear.

From the Rhode Island Schoolmaster.

VERSES

Suggested by the words in the 14th Psalm of David, "The Fool hath said in his heart, There is no God."

BY MRS. LYDIA H. SIGOURNEY.

"No God! No God!" The simplest flower
That on the wild is found,
Shrinks, as it drinks its cup of dew,
And trembles at the sound:
"No God!" astonished echo cries
From out her cavern hoar,
And every wandering bird that flies,
Reproves the Atheist-lore.

The solemn forest lifts its head,
The Almighty to proclaim,
The brooklet, on its crystal urn,
Doth leap to grave His name.
How swells the deep and vengeful sea,
Along his billowy track,
The red Vesuvius opes his mouth
To hurl the falsehood back.

The palm-tree, with its princely crest,
The cocoa's leafy shade,
The bread fruit bending to its Lord,
In yon far island-glade;
The winged seeds, that, borne by winds,
The roving sparrows feed,
The melon, on the desert sands,
Confute the scorner's creed.

"No God!" With indignation high,
The fervent sun is stirr'd,
And the pale moon turns paler still,
At such an impious word:
And from their burning thrones, the stars
Look down with angry eye.
That thus a worm of dust should mock
Eternal majesty.

TEACHING AND TRAINING.

FROM THE OHIO JOURNAL OF EDUCATION.

Many teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information; to *train* is to "exercise, to discipline, to teach and form by

practice," says Webster. With those who are already educated measurably, mere teaching or precept may suffice; but for young persons, those who are *to be educated*, *training*, practice, must be superadded, or much of our labor will be lost. This is the object we have in view in many of our reviews and repetitions, and in the various exercises by which scholars are required to apply in practice what they have attempted to learn.

With reference to intellectual culture; this training is intimately connected with the *law of association*, which lies at the foundation of *habit*. Much may be learned on this subject by observing the plans adopted by those who have acquired skill in the training of animals. The following is related of a successful horse-trainer, who called at a certain nobleman's, and offered to ride any horse which could be produced. "Having one remarkably stubborn, the nobleman told a groom to bring her out.—The stranger then deliberately mounted, and urged her to move, but not one step would she stir. After a pause he quietly dismounted, gave her one severe stroke with his whip, and again resumed the saddle. The mare remained immovable, but the man preserved his temper, and got down quietly a second time, repeating the blow, but with no better success. After the third stroke, however, she was completely subdued, and moved forward with perfect obedience.

It now became evident that the design of the horseman was to give the animal time to associate the idea of her disobedience with the stroke that followed. When this was established, she was willing to move. On the contrary, if a shower of blows had been dealt out, as thousands of horsemen would have done, the mare would have had no time to reflect, and both she and her rider been roused into fury."

A couple of good anecdotes are told of Dean Swift, which are exactly in point. His servant-girl, whose duty it was to attend to his fire and keep his study in order, had an inveterate habit of leaving the door open; and though she had been reminded of this failing again and again, and had received "precept upon precept," still her bad habit was not mended. On a certain day she had permission to attend a fair in the neighborhood, and just before starting, having repaired to the study she withdrew, leaving the door open as usual. The Dean waited till she had crossed the lawn and nearly reached the gate, a distance of several rods from the house, and then despatched a servant in great haste to call her back. She was, of course, not a little vexed at the unexpected summons; when she appeared at his door, and

inquired what was wanted; "Shut the door, Mary," said the Dean, without lifting his eyes from his book.

At a certain time he was making a journey on horseback, accompanied by his footman. After a few days, John, having found that his master's boots, which he had spent so much time in polishing, became, in a few hours after starting in the morning, quite as muddy as they were the night before, concluded that his labor was lost, and accordingly the next morning presented the boots without cleaning. To his master's inquiry, he gave the above reasoning, which appeared to be quite satisfactory. The Dean, however, immediately directed the host not on any account to give John any breakfast. When the servant was called on to start, he informed his master that he had had no breakfast. "Ah," said the Dean, "I thought if you should eat this morning, you would be hungry again by noon, and it would therefore do no good."

No one acquainted with the laws of mind will need to be told that the methods adopted by the Dean were crowned with success proportionate to their shrewdness.

It is in accordance with the ideas here sought to be enforced, that the wise man says, "*Train up* a child in the way he should go, and when he is old he will not depart from it." Mere teaching will not always suffice; skilful *training* will rarely fail to accomplish its object.

HOW TO TEACH ARITHMETIC IN THE PRIMARY SCHOOLS.

FROM THE CONNECTICUT SCHOOL JOURNAL.

Arithmetic is, probably, more widely taught in our schools, than any other branch of English study. As a people, we Americans *calculate* well, and mean that our children shall be sharp at bargain and trade. So our New England fathers used to place "*ciphering*" among the first of the important things to be got at school, and from their day until now, it has held the first rank in our common school studies.

To forecast, to economize, to have and to use, are New England characteristics. We are the most wealthy people, as a whole, upon the globe, and the most liberal, in the true direction. We not only with one hand build ships and factories, and railroads, but with the other, we build churches, and colleges, and schools.

In all this we have not forgotten the advice of our fathers, who built their first church and school-house before they had harvested their first crop.

It is amusing to see the wise and practical bent which they gave to everything. So they said give the boy a good knowledge of Arithmetic, and Reading, and Writing, and he will make his way through the world. And their influence is not gone yet, for in every New England village, the practical maxims of Poor Richard, written by Dr. Franklin, are learned and repeated, and cherished, especially those which address our economic or acquisitive faculties.

Young America must be taught to "make and save," to count and reckon, to cast *interest*, and to be industrious, and also let us hope, to be economical, without *stinginess*; and he seems to "take to figures" as naturally as a duck takes to water.

"To know Arithmetic" is in the "intellects of the people," saith a great writer. So it appears, for go into any Common School in New England, and you will find *ten* boys, quick in numbers, to *one* good in Geography.

The parent measures John's or Mary's advancement at school by the promptness shown in adding or multiplying, and "*to go through the Arithmetic*" in the winter's season is a surprising feat, in mathematical *tumbling*, performed in many a district school, by ambitious Jonathans, alive to know how "to do business," and suspicious that the Arithmetic is the key to success therein. Now since *Arithmetic* is made the *unit of comparison* in ascertaining the scholarship of the pupil, since the parent and the school visitor *will* measure him by no other measurement, let us *teach Arithmetic*, and we may add, let it be well taught, too, and the Primary School is just the place to commence it aright.

To the Primary Teachers, then, the question must be put.—"How do you teach Arithmetic in your school?" Every teacher, it is supposed, is already acquainted with the Arithmetic of the books, knows the definitions, the tests of weight and measurement, is prepared to teach all the knotty problems in Colburn or Thompson, and was found ready in figures, at the last examination before a school-board. Every teacher worthy of the name must be interested in taking one further step, namely, "*In the best methods* of presenting Arithmetic to the young mind;" methods various, simple, easily understood, so that the pupil's first impressions shall be both lasting and correct. How do you give the pupil an idea of the unit? of two? of three? &c. Are you sure you give him any idea? save a sound or a mark?

Davies, the most accurate and exact of teachers, as well as writers, whose school books are extensively in use, asserts that "there is but a single elementary idea in the science of numbers, the idea of the *unit one*." That there is but one way of impressing this idea upon the mind, and that is by presenting to the senses a single object, let it be a tangible object, an apple, for instance.

Now teach the pupil, that the name of the character representing *how many objects are shown*, is *unit or one*. Be very careful that the scholar does not mistake the object for the *number*, it is not the apple that is the unit, it is the character representing the "*how many*."

De Morgan, a French mathematician, in speaking of the proneness of children to misapprehend numbers, to name the thing first represented *one*, the second, two, &c., relates the following anecdote. "A teacher had a class just commencing in the elements, she had taught them the nine characters, and made the fingers their representatives. One little girl, on being asked what she meant by these, pointed promptly to the third finger upon her hand, saying *this is three*! How natural the mistake. She had named her fingers, and had got no idea of numbers.

The idea of *one* is simple; after the child has that, he should construct two, and three, and be made to see that any number will consist of *ones*, one produced a given number of times.

After sensible objects have been presented, and from them the idea of number has been gained, represent the ideas as abstract. without reference to any object. The child when asked, "how many are two apples and five apples," answers seven apples; for he understands the term "how many," to apply to apples. but ask the abstract question, five and two are how many? and you call for a new exercise of mind, and he is wholly unable to abstract the *number* from the *objects* given.

After you have given the pupils, by many illustrations and examples, the idea of both denominate and abstract numbers, it will be well to introduce some method by which you may secure their attention, and make them rapid in their combination of numbers.

For this purpose, you can introduce the subject in a pleasing exercise, which you can call

READING AND SPELLING IN ARITHMETIC.

Let me explain, further. You have before you a class of twenty bright eyed little scholars, all as earnest to learn arith-

metic as they are to play if you leave them to themselves.—“Scholars, did you ever hear of a boy’s reading and spelling in arithmetic?” “No.” “Well, you shall learn to read and spell in arithmetic.” “How many letters do you find on the first page of the spelling book, here?” “Twenty six,” they answer.—These letters are called the *alphabet*. You can all spell some word by using the letters that form it, so you can spell man by naming each letter, or its sound, by itself. Thus m-a-n, and then you read the word *man*.

Now how many letters do you suppose the Arithmetic alphabet has? I will tell you. It has but *one letter*! Not twenty-six, as in the spelling book; only *one*, its name is *unit*. By using this single letter, we can spell any word in this big arithmetic, or read any number, however large.

We spell a word in arithmetic, by naming the letter, *unit*, as many times as there are 1’s in the word; or we may spell it by naming any two or more syllables, which shall together, contain as many ones as the word. So you can now spell *four*. Thus, 1 & 1 & 1 & 1, or 2 & 2, or 3 & 1, or 2 & 1 & 1.

Now when you read in your reading book, you *think* the letters and *name* the words. So you must *think* the letters and name only words when you read in Arithmetic. You can now read the first lesson in Arithmetic, which I will write upon the board,—2 & 1 & 3 & 1 & 2. Now as I point, you must think of the letters and syllables and when the last is pointed you may give the whole word, which is 9.

The pupils should be required to spell *words*, finding as many syllables, for the same word as possible, he will thus fix the great truth firmly in mind, that *the unit is the basis* of all numbers, and that all numbers are composed of units produced a certain number of times.

An inventive teacher will find many ways of introducing simple truths in Arithmetic; ways pleasing to the little one taught, and improving to the teacher.

This article will have answered its purpose if a *single primary* teacher finds a valuable suggestion to aid her in her daily duties.


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
In teaching, always aim to use the thing which the child already knows well, to guide him to the knowledge of that which he ought to know.

To-morrow: the day when misers give, when idlers work, and when sinners reform.

NOTICE.

Persons who desire to have a history of the educational movements in this State, and much other educational information, can obtain it by procuring THE FIRST VOLUME OF THE ILLINOIS TEACHER, which they will receive by enclosing ONE DOLLAR directed to W. F. M. Arny, Box 82, P. O., Bloomington, Ill., or to C. E. Hovey, Peoria, Illinois.

 We publish in this number the Prospectus for the SECOND VOLUME OF THE ILLINOIS TEACHER, and would call the attention of "THE FRIENDS OF EDUCATION" in our State to it. It is THE TEACHER'S PAPER, but should be read by all persons interested in the subject of which it will treat. Let then the TEACHERS, SCHOOL OFFICERS, parents, and pupils send each *one* dollar to C. E. Hovey, Peoria, Ill., and receive the monthly visits of this publication.

 The following committees appointed at the last session of the Illinois Teachers' Association were omitted by mistake in the published proceedings found in this number.

COMMITTEE ON SCHOOL GOVERNMENT.—D. S. Wentworth, Chicago; J. A. Smith, Paris; O. C. Blackmer, St. Charles.

COMMITTEE ON BOOKS AND LIBRARIES.—James L. Hodges, Joliet; J. M. Sturtevant, Jr., Jacksonville; F. Hansford, Plainfield.

EXECUTIVE COMMITTEE.—N. Bateman, Jacksonville; B. G. Roots, Perry; T. W. Bruce, Chicago.

According to the rules of the association, the officers and committees appointed at the last session are to make all the arrangements for, and conduct, the exercises during the next session of the Institute. A.

 THE PERFECT PARTICIPLE.

 BY REV. W. B. BUNNELL.

Is the perfect participle of an active transitive verb, in English, ever active? Contrary to the common opinions, even of the highest authority, we are inclined to a negative answer. It is not a point on which we would dogmatize; but we shall endeavor to present arguments in favor of the opinion which we have expressed.

In the first place, it will be an improvement to take a more simple view of words so apparently univocal as are all perfect participles than to regard them as diverse in their meaning as *active* and *passive* would imply. Our knowledge of language has been greatly advanced by similar generalizations to the one proposed. The old grammarians treated one Latin Supine as active, the other as passive. But many passages of Latin writers are cleared of difficulty, by regarding the latter only active in signification; and by subjecting it to the ordinary law of construction required from the fact that it is the ablative case of a verbal noun.

Whenever the perfect participle of an English active transitive verb is used alone, it is passive, representing the word to which it refers like an adjective as being acted upon. Again, when it is employed in compounding the passive verb, it is always passive. In these cases there will be no dispute. But it is also employed to make up compound tenses of the active verb; as, *The fire has melted the snow*. In this sentence *has melted* is called, we think properly, *the verb*, and as such it is *active*. But *melted* used alone is a perfect participle; in which case it is passive. Is it still passive, in this compound form? We are inclined to think it is.

The passage presents to us an actor, and an object acted upon. The latter is *snow*. It is *melted*, by the sun. Change the order a little. *The sun has the snow melted*, the sun being so disposed towards the snow that the latter is melted. Let us employ another example. *The horse has kicked the boy*. The boy is acted upon, being *kicked* by the horse.

The action of the perfect participle of an active intransitive verb is confined to the agent, like that of the verb itself, in its simple or compound form. *The sun already risen, shone*, &c. *The sun was risen*, (old form.) *The sun had risen*. In each of these there is but one noun, the agent, and the action consequently has relation to no other word. It is quite different in this respect from the preceding examples.

By reference to corresponding constructions in some other languages, we shall find the question conclusively settled in favor of the view we have taken.

In French, the perfect participle of an active transitive verb, when declinable, agrees with the noun to which it refers, in gender and number. When such a participle is a part of a compound passive verb, the agreement is with the subject of that verb. Thus: I (a man) am known; Je suis connu; the participle, *connu*, being masculine, singular. [Incomplete.]

PROSPECTUS

*the Second Volume of the ILLINOIS TEACHER,
organ of the State Teachers' Institute.*

The Illinois Teacher will continue to be published monthly, each number to contain not less than thirty-two pages, octavo, making an annual volume of three hundred and eighty-four pages, or more. The paper on which it is to be printed, and the mechanical execution of the work, shall not be surpassed by any journal in the country. It will be devoted, generally, to the cause of education, and specially to the interests of Public Schools in this State. The first place will be given to articles from practical Teachers, who are familiar with the work of the school room, and can tell us how to organize, govern and instruct.—Communications from the State Superintendent, Reports of Co. Commissioners and School Officers, brief summaries of the proceedings of County Institutes, together with local items, choicest literary gems, and letters from citizens, will be inserted.

An Advertising sheet will be added at the close of each number, affording publishers an excellent opportunity to communicate with Teachers.

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
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1. The first part of the document is a letter from the author to the editor, dated 1968. It discusses the author's interest in the topic of the book and the reasons for writing it. The author mentions that he has been thinking about the topic for some time and that he has been reading a lot of books on the subject. He also mentions that he has been talking to a lot of people about the topic and that he has been hearing a lot of different opinions. He concludes the letter by saying that he is very excited to share his thoughts on the topic with the editor and the readers of the journal.

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